DOCUMENT RESUME

ED 218 928	FL 012 975

AUTHOR	Weisbender, Leo; And Others
TITLE	Lau Year-End Report, 1979-1980. Los Angeles Unified School District. Publication No. 379.
INSTITUTION	Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE	Oct 80
NOTE	373p.; Prepared by the Bilingual Evaluation Unit, Research and Evaluation Branch.
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Administrative Organization; Annual Reports; Bilingual Education; *Bilingual Education Programs; Bilingualism; Compliance (Legal); Educational Policy; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Needs Assessment; Non English Speaking; Program Evaluation; Psychological Services; School Community Relationship; Special Education; Staff Development; Student Welfare
IDENTIFIERS	California; Lau v Nichols

ABSTRACT

This second annual year-end report summarizes the efforts of administrators, teachers, and students in the Los Angeles Unified School District on behalf of children whose primary language is not English. It documents the district's response to the January 1974 Supreme Court decision in Lau v. Nichols. The response is embodied in programs for national origin minority students in English as well as in the native language. Following an introduction describing the district and the project history, the report is organized according to the major divisions of the school district's Lau plan: (1) identification of national origin minority children and assessment of their needs; (2) elementary programs; (3) secondary programs; (4) special education programs; (5) staffing activities; (6) staff development programs; (7) community involvement program; (8) administrative organization for implementing the Lau Plan and supportive monitoring procedures; (9) counselling and psychological services; (10) other support services, including health, student adjustment services, pupil services, attendance, and educational options; and (11) evaluation activities. The appendices include tables of numerical details referenced in the narrative section, a reader's glossary of special terms and acronyms, and forms and instructions used in gathering data. (Author/AMH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218928

LAU YEAR-END REPORT

1979-80

Publication No. 379

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Los Angeles Unified School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RESEARCH AND EVALUATION BRANCH

LOS ANGELES UNIFIED SCHOOL DISTRICT

FL012975

Los Angeles Unified School District

William J. Johnston, Superintendent

APPROVED:

Floraline I. Stevens
Director
Research and Evaluation Branch

Joseph P. Linscomb
Associate Superintendent, Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT

LAU YEAR-END REPORT

1979-1980

Prepared by the Bilingual Evaluation Unit,
Research and Evaluation Branch
October 1980

ACKNOWLEDGEMENTS

Appreciation is expressed to the following members of the Bilingual Evaluation Unit for the preparation of this report:

Leo Weisbender, Coordinator

Miyeko Heishi, Advisor
Ed Negrete, Advisor
Dick Reed, Advisor
Tom Robinson, Specialist

TABLE OF CONTENTS

Page

Acknowledgements ii

List of Tables (Appendix A) v

List of Memoranda, Bulletins, Forms, and Instructions (Appendix C) ix

Introduction xi

Chapter

1 Identification and Assessment 1

2 Elementary Programs 10

3 Secondary Programs 19

4 Special Education Programs 27

5 Staffing Activities 34

6 Staff Development Program 39

7 Community Involvement Program 46

8 Administrative Organization (for Implementing the Lau Plan) and Supportive Monitoring Procedures 49

9 Counseling and Psychological Services 53

10 Other Support Services 57

11 Evaluation 61

TABLE OF CONTENTS, continued

Page

Appendix A, Tables 63

Appendix B, Glossary of Special Terms 145

Appendix C, Memoranda, Bulletins, Forms, and Instructions 155

LIST OF TABLES
(Appendix A)

Table — Page

1 Monitors' Ratings of Elementary Lau Implementation 64

2 Monitors' Ratings of Secondary Lau Implementation 72

3 BINLs Submitted for Scoring, by Administrative Area, K-12 84

4 Distribution and Return Rate for Summary Forms 85

5 Primary Languages of Elementary Pupils in BILPs 86

6 Elementary NES/LES Pupils in BILPs, by Administrative Area 92

7 Elementary NES/LES Pupils in BILPs, by Administrative Area and Major Languages 93

8 Elementary NES/LES Pupils with BILPs in Integration and Other Programs, by Administrative Area 102

9 Elementary Bilingual Programs (not BILPs) by Organization Models and Administrative Area 103

10 Number of Elementary NES/LES Pupils Participating in Bilingual Programs (not BILPs), by Grade and Administrative Area 104

11 Major Primary Languages of Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area 105

12 Primary Language Proficiency Levels of Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area 106

13 Progress Information for Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area 107

14 Teachers, Bilingual Aides, and TAs Assigned to Elementary Bilingual Programs (not BILPs), by Lau Classification and Administrative Area 108

List of Tables, continued

Table Page

15 Elementary NES/LES Pupils in Bilingual Programs (not BILPs), in Integration and Other Programs, by Administrative Area 109

16 Number of NES/LES Secondary Students, by Administrative Area 110

17 Identified NES/LES Students by Program and Administrative Area 111

18 Major Languages of NES/LES Students in Junior High Schools, by Administrative Area 112

19 Major Languages of NES/LES Students in Senior High Schools, by Administrative Area 113

20 Summary of NES/LES Students by ESL Class Levels and Area (Junior High) 114

21 Summary of NES/LES Students by ESL Class Levels and Area (Senior High) 115

22 ESL Program Classes Offered, Based on School Master Schedule 116

23 Bilingual Program Classes Offered, Based on School Master Schedule 117

24 ESL Teachers Assigned to ESL Programs 118

25 Bilingual Teachers Assigned to ESL Programs 119

26 Bilingual Teachers Assigned to Bilingual Programs 120

27 Background and Training of Secondary ESL Teachers (Junior and Senior High) 121

28 Bilingual Aides and Tutors Assigned to ESL Program Classes 122

29 Bilingual Aides and Tutors Assigned to Bilingual Program Classes 123

List of Tables, continued

Table Page

30 ESL Aide and Tutor Periods Per Week, by Administrative Area 124

31 Students Meeting Transition Criteria 125

32 Español, Level C, CTBS Testing Results for NES/LES Students (Junior High Only) 126

33 Parent-Student Consultations 127

34 NES/LES Students from Other Attendance Areas, Participating in Integration Program 128

35 Special Education Lau Students Identified by Parent Interview, by Type of School, Handicap and Language 129

36 Special Education Lau Students Identified by Parent Interview, by Type of School, Handicap and Degree of English Fluency 131

37 Special Education NES/LES Students Identified by BINL, by Language, Type of School and Handicap 133

38 IEP Description for Special Education NES/LES Students Identified by BINL, by Type of School and Handicap 135

39 Instructional Program Placement for NES/LES Students Identified by BINL, by Type of School and Handicap (Regular Schools Only) 136

40 Progress Information for Special Education Elementary NES/LES Pupils Identified by BINL, Type of School, and Handicap 137

41 ESL Information for Special Education Secondary NES/LES Students Identified by BINL, by Type of School and Handicap 138

42 Personnel Providing Primary Language for Special Education NES/LES Students Identified by BINL, by Type of School and Handicap 139

List of Tables, continued

Table Page

43 Number of Bilingual Teachers, by Level and Language 141

44 Number of Education Aides, by Language 142

45 District Language Fluency Test Results for Current and Newly Recruited Staff 143

46 Lau Summary Data for Educational Option Schools 144

LIST OF MEMORANDA, BULLETINS, FORMS, AND INSTRUCTIONS

(APPENDIX C)

Research and Evaluation Branch
Bilingual Evaluation Unit

Page

Memorandum No. 5: Testing Elementary Pupils with the Basic Inventory of Natural Language (BINL) 156

Memorandum No. 6: Testing Secondary Students with the Basic Inventory of Natural Language (BINL) 159

Bulletin No. 3: Description of BINL Test Results for Elementary Schools 161

Bulletin No. 4: Description of BINL Test Results for Secondary Schools 166

Elementary Lau: Monitoring Instrument (Form 1341) . . . 170

Secondary Lau: Monitoring Instrument (Form 1342) 178

Use of Basic Elementary-Secondary Test (BEST) with Lau Pupils 187

Reference List No. 8: The 16th Percentile as One Transition Criterion for Lau Elementary Pupils 190

Reference List No. 24, Memorandum No. 28, Memorandum No. 30: Elementary Lau Summary (Forms 1348, 1349 and 1360) 191

Reference List No. 25 and Memorandum No. 31: Secondary Lau Summary (Forms 1344, 1345, 1346, 1347, 1361, and 1362) 204

Reference List No. 26, Memorandum No. 32, and Memorandum No. 33: Special Education Summary (Forms 1351, 1352, and 1363) 219

List of Appendix C, continued

Bilingual-ESL Services Branch

Page

Home Language Survey

Memorandum No. 1: Enrollment Procedures Required by District Lau Plan for 1979-80 -- Elementary Schools 235

Memorandum No. 2: Enrollment Procedures Required by District Lau Plan for 1979-80 -- Junior High Schools 239

Memorandum No. 3: Enrollment Procedures Required by District Lau Plan for 1979-80 -- Senior High Schools 243

Memorandum No. 4: Suggested Process to Develop Bilingual Individual Learning Plan for NES/LES Pupils 245

Memorandum No. 5: Elementary Lau Pupil Profile 254

Memorandum No. 6: Secondary Lau Student Profile 260

Memorandum No. 7: Resolution of Alleged Non-Compliance Issues by the Office of Civil Rights 267

Memorandum No. 10: Comprehensive Tests of Basic Skills (CTBS) for NES/LES Secondary Students 269

Special Education Division

Home Language Surveys 270
Parent Interview Forms 289
Observation Checklist 291

Personnel Division

Memorandum No. 41: Bilingual Classroom Teacher Program 294

INTRODUCTION

Description of Report

This is the second annual end-of-year report summarizing the multiple efforts of administrators, teachers, and students in the Los Angeles Unified School District on behalf of children whose primary language is not English. It documents the district's compliance with the Supreme Court's decision for national origin minority children in Lau v. Nichols.

Following this introduction, the report is organized into chapters corresponding to the major chapters in the district's Lau Plan: Identification and Assessment; Elementary Programs; Secondary Programs; Special Education Programs; Staffing Activities; Staff Development Program; Community Involvement Program; Administrative Organization and Supportive Monitoring; Counseling and Psychological Services; Other Support Services; and Evaluation.

The narrative chapters are followed by appendixes containing tables of numerical details referenced in the text, a reader's glossary of special terms and acronyms, and forms and instructions used in gathering data.

Description of District

The Los Angeles Unified School District is the second largest public school system in the United States. Territory served by the district includes the 464 square miles of the City of Los Angeles and the seven cities of Cudahy, Gardena, Huntington Park, Lomita, Maywood, San Fernando, and Vernon. Portions of 18 other cities and unincorporated county areas fall within district boundaries. The cities of Boston, Cleveland, Denver, Detroit, Milwaukee, Philadelphia, Providence, and Washington would fit within the margins of the district.

The district's regular school enrollment in Kindergarten through Grade 12 was approximately 671,000 when counted in October 1979. This figure was nearly half (44%) of the total school enrollment for Los Angeles County, and approximately 13% of the total enrollment in California public schools.

In 1979-80, the district operated 428 elementary, 75 junior high, and 49 senior high schools, 42 continuation schools; 21 schools for handicapped; 5 opportunity schools; 54 magnet schools and centers; 6 midsite schools; 27 community adult schools; 5 regional occupational centers; and 1 regional occupational program center. In addition to these 713 schools the district also operated 89 children's centers, 7 skills centers, and 2 opportunity centers.

The district began the 1979-80 school year with 32,411 certificated and 25,564 classified employees. It also employed

4,782 certificated substitutes and 7,121 nonteaching substitutes.

Project History

The Los Angeles Unified School District developed a Lau Plan in response to the January 1974 Supreme Court decision in Lau v. Nichols (414 U.S. 563). The response provides programs for students of national origin minority, instructing them in English as well as in their primary language.

A Lau Steering Committee was formed on April 7, 1978, with district-wide representation from community, teachers, and administrators. A Lau Task Force was formed with representation from various district offices to prepare the district Lau Plan and was comprised of seven working committees: Assessment and Evaluation, Elementary Program, Secondary Program, Community Involvement, Staff Development, Special Education, and Counseling and Psychological Services.

With the initiation of activities for Counseling and Psychological Services, Other Support Services, and Special Education Programs in September 1979, all components of the Lau Plan were operating.

Chapter 1

Identification and Assessment

Goals

According to the Lau Plan, identification and assessment procedures will identify national origin minority students from non-English language backgrounds, assess their educational needs, and prescribe an appropriate educational program.

Design and Instruments for Evaluation

The plan for gathering data to measure component goals called for descriptive statistics from 17 instruments:

1. Home Language Survey (HLS)

   Since September 1978, a HLS has been used to identify students from homes where a language other than English is spoken. Available to schools in 15 languages, the survey asks:

   - Which language did your son or daughter learn when he or she first began to talk?
   - What language does your son or daughter most frequently use at home?

- What language do you use most frequently to speak to your son or daughter?

2. Basic Inventory of Natural Language (BINL)

- Students Who Are New Enrollees.

  The BINL is a standardized individually administered test of oral language proficiency. Within 30 days of enrollment in September, all students new to the district who have a home language other than English take the BINL to assess their oral English. If they enroll after the 30-day period, they must take the BINL within 10 days.

- Pupils Being Considered for Transition (Elementary Only).

  NES/LES pupils being considered for transition to an English-only program must take the BINL as one of four transition criteria (Lau Plan, pp. 55-57): (a) recommendation by teacher; (b) identification as FES on BINL; (c) score at or above the 16th percentile on a standardized test of reading and mathematics; and (d) recommendation by local administrator after consultation with parent and staff.

- Students Requiring Retesting.

  A student may be reassessed within 10 days if the parent, teacher, or school administrator expresses a reasonable doubt about the accuracy of the language classification. A retest must be administered and returned to Research and Evaluation within 10 days after receiving the student's first BINL results.

- Students to be Assessed with BINL in Primary Language. The BINL is to be used as a diagnostic instrument in the primary language component of a bilingual program, Grades K through 12 (Lau Plan, pp. 48, 51). The BINL is to be administered by the person responsible for the student's primary language component. Identified NES/LES students in bilingual programs must be tested in their primary language in other curriculum areas.

Monitoring Forms.--In 1978-79, two forms were developed to monitor the implementation of Lau programs in elementary and junior high schools. Based on program changes and validity checks, these forms were modified for use in all schools in 1971-80. Community members served on the monitoring teams along with teachers, administrators, and staff representatives from area offices, Bilingual-ESL Services Branch, and Research and Evaluation Branch. Staff development sessions on the goals of the monitoring process and on use of the instruments were held for all team participants in December 1979 and January 1980. The monitoring of 40 randomly selected schools occurred between December 4, 1979, and April 17, 1980.

The scale used in both instruments was:

NA = not applicable
1 = not yet implementing
2 = working toward implementation
3 = implementing

3. Elementary Lau Monitoring Instrument (Form 1341)

   The instrument was used in 20 randomly selected Lau elementary schools to judge implementation in eight program features:

   - Identification
   - Assessment
   - Implementation
   - Curriculum
   - Methods
   - Placement and transition criteria
   - Staff development
   - Community involvement

4. Secondary Lau Monitoring Instrument (Form 1341)

   The secondary school monitoring instrument has been applied in 20 randomly selected Lau junior and senior high schools to assess implementation of seven of the features listed above (exception: Methods).

School Summaries.--Elementary class summaries and secondary school summaries were developed to obtain Lau program information from schools using individual student profiles completed in April and May. This series of forms is described in the following three sections.

5. Elementary School Summaries

   Three forms were developed to obtain information from elementary classroom teachers. They were sent to all elementary schools in late May for completion and return in early June. The forms were (see Appendix):

Elementary Class Summary for Lau Bilingual Programs (Form 1348)

Elementary Class Summary for Lau Bilingual Individual Learning Programs (Form 1349)

Checklist for Elementary School Lau Summary Forms (Forms 1360)

Forms 1348 and 1349 asked for information on elementary Lau program features and pupil information that included categories such as primary language proficiency level, number and languages of NES/LES pupils, participation in integration and other programs, and number of pupils who met English reading and transition criteria.

6. Secondary School Summaries

Four forms were developed to gather information from secondary schools and were sent to all secondary schools in late May for completion and return by early June. The following are the forms that secondary schools used this year (see copies in Appendix):

Secondary School Summary for Lau Instructional Program (Form 1344)

Secondary Lau ESL Class Teacher Summary (Form 1345)

Senior and Junior Lau ESL Class Student Summary (Forms 1346 and 1347)

Checklists for Senior and Junior High School Lau
Summary Forms (Forms 1361 and 1362)

The first three forms asked for data on Lau program features such as students, classes, teachers, aides, tutors, parents, and student placements. The checklist forms helped schools assure accuracy and completion, and facilitate processing in the central office.

7. Special Educations Schools and Special Day Classes

Three forms were developed to collect data from special education classroom teachers located in special education schools and in regular elementary and secondary schools. These forms were sent to all special education schools and designated regular schools in late May for completion and return in early June. The forms were (see Appendix):

Summary of Special Education Students in Lau Programs Identified as NES/LES by Parent Interview (Form 1351)

Summary of Special Education in Lau Programs in Identified as NES/LES by the BINL (Form 1352)

Checklist for Special Education Lau Summary Forms (Form 1363)

Forms 1351 and 1352 gathered descriptive information about special education Lau program features and pupil counts by handicap category and type of schools.

Findings

Home Language Survey.--Information from randomly monitored

Lau schools indicated that, with few exceptions, all schools obtained a HLS for each student. (Tables 1 and 2). For those students whose home language is not one of the 15 into which the HLS was translated, a bilingual staff member or trained volunteer assisted school personnel in conducting the survey. The survey was part of the enrollment for all students new to the district, and is filed in each student's cumulative record.

BINL Processing Center.--The BINL Processing Center in the district's Research and Evaluation Branch processed 143,980 BINL score sheets between September 1979 and June 1980 (Table 3). The approximate time to return results to each school was within 6 to 8 weeks overall; however, records indicate that some returns took up to 12 weeks in the spring, largely due to clerical turnover and limited staffing in the bilingual evaluation unit, as well as computer errors.

BINL.--Testing with the BINL involved 91,825 new students in Grades K-12 from September 11, 1979 to June 13, 1980 (Table 3). Included in this number are continuing students whose BINL records were not forwarded to their new school.

If a parent, teacher, or administrator has a reasonable challenge to the testing and thus to the resulting BINL language classification, the student may be retested. Retests were given to 1,036 students (1%).

Over 17,000 elementary pupils took the BINL as one of four criteria for transition into an English-only program.

Elementary schools reported that a total of 5,928 pupils had met all four transition criteria and entered an English-only program. In Grades K-6, approximately 33,000 pupils were assessed in their primary language with the BINL by the person responsible for primary language instruction.

Identification of Secondary Students.--Based on concerns expressed by principals, teachers, and UTLA, a committee of teachers and administrators was established to reexamine the appropriateness of the identification process and programs provided for NES/LES secondary students. The committee completed its work in July, and its recommendations are awaiting administrative approval.

Return of Summary Forms.--Summary forms were sent to 13 categories of schools that included regular schools, midsites, magnets, and special education locations. Returns (Table 4) were highest from elementary schools (99%), junior high schools (97%), senior high schools (92%), and special education schools (91%), averaging a 10% improvement over 1979 returns that was directly attributable to persistent follow-up by evaluators throughout June and July.

Secondary schools with special day classes for exceptional children, a category of school service not separately counted last year, also achieved a 91% return (Table 4).

Since schools had to summarize each class on a separate form, a school was tallied in the return column for any quantity of forms returned without weighting for number of forms returned

(Table 4). This will help in considering the return rate when interpreting data from the Summary forms.

Language Testing Project.--For 1980-81, the district proposed to the Court in Crawford (and the Court approved) a Language Testing Project for 135 schools in the Bilingual Classroom Teacher Program (see Chapter 5 and Memorandum No. 41 in Appendix C). The purpose of the project is to examine the feasibility, efficiency, and cost of various methods that would assist schools and teachers with language testing programs (e.g., Traveling Testing Team; Release of Local Teachers to Test by Use of Substitute Teachers; and Use of Professional Expert Assistance).

Qualitative Observations and Conclusions

Identification and assessment information was used to prescribe programs for identified Lau students, as described in detail in Chapters 2, 3, and 4 of this report.

BINL results were not returned to schools within four weeks, which may have hampered appropriate program placement of students.

Identification procedures for secondary students are currently being refined by a district committee.

Goals for this component were substantially met during the project year.

Chapter 2

ELEMENTARY PROGRAMS

Goals

The major goal of Lau Elementary Programs is to provide all NES, LES, and FES pupils with a curriculum designed to meet their assessed educational needs. NES/LES pupils in Grades K-6 are to be given an appropriate bilingual/bicultural program that avoids racial or ethnic isolation.

Design and Instruments for Evaluation

The steps and instruments (HLS, BINL, Elementary Class Summaries, and Elementary Lau Monitoring Instrument) used to evaluate Lau elementary programs are described in Chapter 1.

Findings for BILPs

Numbers and Languages.--Bilingual Individual Learning Programs (BILPs) were established for 17,504 pupils in 78 languages, including languages not listed (Table 5). Compared with records for 1978-79, pupils participating in BILPs decreased by 2,499 while the number of primary languages increased by 11. The primary languages that involved the greatest number of elementary pupils were Spanish (11,524), Korean (1,023), Cantonese (788), and Vietnamese (751) (Table 5).

Reasons for BILPs.--Of the 17,504 pupils assigned to BILPs, 6,235 were withdrawn from bilingual/bicultural programs by parent request (Table 6). Compared 1978-79 records, this is an increase of 1,890 pupils assigned to BILPs due to parent request. A total of 5,777 (50%) NES/LES Spanish speaking pupils were placed in BILPs due to parent request (Table 7). BILP summaries indicated that another 9,909 pupils were assigned to BILPs due to lack of 10 or more in a grade level to form a Lau bilingual/bicultural program or class (Table 6). Schools reported numbers of Farsi-speaking and Russian-speaking pupils were assigned to BILPs due to parent request; however, analysis of the summaries indicates that these pupils were assigned to BILPs due to a lack of 10 or more in a grade in these languages--for most of the school year--to form a bilingual/bicultural program (Table 7).

Progress.--Class summaries for BILPs indicated that 8,177 pupils met the Lau criteria for advancement into English reading (Table 6). A total of 2,541 pupils made the transition to an English-only program (Table 6).

Primary Language Support.--Paid bilingual aides and teacher assistants provided the most primary language support for all language groups; adult volunteers provided the least (Table 7).

Integration and Other Programs.--Elementary schools reported that a total of 1,711 NES/LES pupils with BILPs were attending their schools from another attendance area, as of June 1980. Of these, 837 (49%) were participants in the mandatory integration program (Table 8).

Findings for Bilingual Programs

Bilingual Program Model.--The district staffed 2,617 self-contained bilingual/bicultural classrooms. This is an increase of 833 classrooms over the 1978-79 school year. Another 1,391 classrooms implemented team-teaching and itinerant teacher program models (Table 9).

Numbers.--As of June 1980, the total number of elementary NES/LES pupils assigned to bilingual programs was 51,980 (Table 10). Compared with records for 1978-79, pupils participating in bilingual/bicultural programs increased by 12,590. The greatest number of pupils participating in bilingual programs were in kindergarten (13,073) with a decreasing number at each grade (exception: Grade 4) (Table 10). Spanish accounted for the largest number of participants in every administrative area (Table 11).

Primary Language Proficiency.--Of the 51,980 pupils assigned to bilingual programs, 18,954 pupils had BINL results in their primary languages for diagnostic and prescriptive information. Of these, 5,008 (26%) were found to be proficient speakers of their primary language, 5,086 (27%) functional, 5,638 (30%) limited, and 3,222 (17%) nonspeakers (Table 12). For

3,108 (96%) of this last category, the home language was Spanish.

Results for approximately 14,000 pupils who took the BINL in their primary language reached the schools too late for inclusion in the June count.

Progress.--Class summaries for bilingual programs indicated that 10,245 elementary pupils met the Lau criteria for placement into English reading. A total of 3,387 pupils made the transition to an English-only program (Table 13).

Teachers and Aides.--According to reports from elementary schools, Class I and II teachers comprised 33% (1,312) of the 4,008 teachers providing instruction for Lau pupils in bilingual programs. A total of 938 Class IV teachers were assigned to bilingual programs (Table 14); of these, 149 (16%) who were teaching 1,225 pupils (2%) had no bilingual aide, teacher assistant, or certificated person to assist in primary language instruction. In June 1980, the district negotiated an agreement with OCR that allowed use of Class IV teachers if they would sign waivers no later than fall 1980. The majority of these teachers are expected to sign, and will be assisted by bilingual personnel to meet Lau guidelines. (See Glossary for descriptions of teacher Class.)

Schools reported 3,976 bilingual aides and teacher assistants assigned to bilingual programs for three hours daily (Table 14).

Integration and Other Programs.--Elementary Summaries reported a total 1,703 NES/LES pupils participating in bilingual programs from schools in other attendance areas. Pairs and clusters accounted for the largest number of pupils (Table 15).

Findings for Telephone Survey

During fall 1979, a telephone survey of elementary school principals was undertaken to begin assessing the effectiveness of the Lau program implementation. A random sample of 22 elementary schools was drawn from the 10 administrative areas. The principals or designees were asked about the strengths, weaknesses, and needs in relation to their personnel, program, and supplies for Lau activities.

During spring 1980, each of the schools in the sample was contacted for the follow-up interview. The principals were asked about any changes that had occurred in the areas of inquiry since the previous interview. Two additional questions were included: (a) positive and/or negative outcomes for students as a result of Lau programs, and (b) positive and/or negative effects of mandated testing originating outside the classroom on NES/LES students. The results of these interviews are summarized below.

Personnel.--The majority of the 22 elementary principals interviewed said that the strength of their bilingual program was their outstanding teachers, coordinators, and aides. Principals indicated that lack of personnel with sufficient fluency to handle primary language instruction, and lack of classroom aides with adequate training were continual problems. "Paid staff development activities" was frequently mentioned by principals as a means to enhance bilingual skills. More bilingual teachers and aides, particularly in languages other than Spanish, was listed as a top priority by some principals. A few principals stated that aides were carrying out the program and were not trained as teachers.

Program.--One general consensus of principals was that ESL and Spanish reading were strong curriculum areas. They strongly agreed that revision and clarification of Lau transition criteria were needed. This improvement would also aid in preventing pupils from remaining in the program too long.

Pupil Outcomes.--Principals tended to agree that they are beginning to see more positive outcomes as a result of pupil participation in Lau programs. Pupils have made positive gains in the affective domain such as in self-image and personal adjustment. In the cognitive areas, pupils are making good progress, learning English, and using Spanish reading skills, according to comments made by the principals.

Supplies.--Some principals felt that present funding levels were insufficient to cover both personnel and supplies in school sites and especially those schools with few pupils, rapidly growing enrollments, and multiple languages.

Testing.--"Too much testing overall" was the message from principals. The primary recommendation by principals was to eliminate or reduce the testing. Other areas of concern were to provide for continued inservice on BINL testing and to give more timely feedback about the BINL. BINL testing was considered an adequate measure if properly administered, according to principals.

Other Findings

Monitoring.--District monitoring teams visited 20 elementary schools selected at random and determined that virtually all of them had implemented the Lau plan (see Chapter 8 for details).

Curriculum.--Raters on the monitoring teams consistently rated oral ESL the highest in all curriculum models. Multicultural and other content areas in the primary language were rated among the weakest by the monitoring teams (Table 1, Section IV).

Mixed Classes.--During the monitoring of elementary schools by district staff members and community representatives, raters observed pupils in classrooms and unanimously concluded that Lau classes were neither racially nor ethnically isolated (Table 1, Section III).

School Responsibilities.--The responsibilities of personnel involved in the bilingual/bicultural programs were consistent with guidelines established in the Lau Plan in a majority of the schools monitored (Table 1, Section III).

Methods.--Monitored schools used a variety of language delivery systems for instructing NES/LES pupils (Table 1, Section V).

Transition.--The combined total of pupils in the BILPs and bilingual programs who made the transition to English-only programs was 5,928 (Tables 6 and 13). Compared with the 1978-79 school year, this was an increase of 619 pupils.

Total Served.--As of June 1980, the total number of elementary NES/LES pupils participating in bilingual/bicultural programs and BILPs was 69,484 (Tables 5 and 10), representing an increase of 10,091 pupils over the 1978-79 count.

Qualitative Observations and Conclusions

For parents who requested that their child be withdrawn from bilingual programs, additional parent education sessions may need to be offered to increase their understanding of bilingual programs.

Since the number of Lau pupils qualifying for an English-only program increased by a small margin, schools may not have reported all pupils who met the transition criteria due to incomplete records. A study of the effectiveness of the transition criteria will be conducted in 1980-81.

NES/LES pupils who are chosen to participate in mandatory integration programs and who might be leaving one kind of bilingual program in the sending school to enter a different one in the receiving school may merit more evaluative consideration of the impact of the change for their instructional needs.

Schools need help in recruiting bilingual personnel to assist teachers who are not proficient in the language or NES/ LES pupils.

Further study is needed on diagnosing the instructional needs of pupils identified as nonspeakers or limited speakers of their primary language.

In the face of remarkable constraints during 1979-80 (such as the need for more qualified teachers and aides, and districtwide adjustments to court orders for busing and changes to meet integration goals), the district still has substantially improved the quantity and quality of its services to elementary Lau pupils and continues its efforts to meet the goals of this component.

Chapter 3

SECONDARY PROGRAMS

Goals

The basic goal of the Secondary Lau Programs is to provide all identified NES/LES students with an appropriate ESL or bilingual/bicultural program to meet their assessed educational needs. This is to be done in classrooms that have substantially the same enrollment as other classes in the same subject, in classes that are not racially or ethnically isolated, and with these students integrated into regular classes for at least one non-language-related class a day.

Design and Instruments for Evaluation

As described in Chapter 1, the following instruments were used to collect data for secondary programs:

1. Home Language Survey
2. Basic Inventory of Natural Language
3. Secondary Student Profiles
4. Secondary School Summaries
5. Secondary Lau Monitoring Instrument

Two activities were undertaken during the 1979-80 school year to determine the extent and success of Lau implementation in district schools. One of these was school visits by monitoring committees. The other was telephone interviews of principals. Both of these activities will be discussed in this chapter.

School Monitoring Visits.--The monitoring instrument for secondary schools was revised for 1979-80 (Chapter 8). Monitoring teams were comprised of various people drawn from the community, administrators, teachers, and area and central offices. Each team, usually of four to six members, visited schools on a prearranged basis. They interviewed teachers, administrators, aides, and community members. They also observed classes and investigated school records. Their responsibility was to determine the extent to which the Lau Plan was being implemented.

Monitoring teams visited 10 junior high schools and 10 senior high schools, selected randomly, during the school year.

Each visitor rated the school on a monitoring instrument. The rating possibilities were: NA--the statement was not appropriate for this school at that time; 1--the school is not yet implementing this aspect; 2--the school is in the process of implementing this aspect; 3--the school is implementing this aspect. There was a total of 31 person-visits at junior high schools and 31 at senior high. Median ratings were calculated for each point of inquiry and are available in the Appendix (Table 2). Results of ratings are discussed in Findings.

Telephone Survey.--The telephone became a Lau evaluation tool. In fall 1979 and spring 1980, 11 junior high schools and 11 senior high schools, chosen at random, were called about their implementation of the Lau Program. This followed a letter announcing the telephone survey and explaining questions to be asked. The principal, or designated representative, was asked to identify the strengths, weaknesses, and needs in the categories of personnel, program, and supplies. In the spring semester, two additional questions were included: (a) positive and/or negative outcomes for students as a result of Lau programs, and (b) positive and/or negative effects of mandated testing originating outside the classroom on NES/LES students. Interviewees were invited to make additional comments in both phases of the telephone survey.

A summary of the major points listed by principals is included in the findings section.

Findings

Numbers.--Secondary schools have identified 27,564 students in Grades 7-12 as NES/LES (Table 16). The Secondary School Summaries indicated that a total of 23,912 students were participating in either a bilingual/bicultural, an ESL, or a bilingual individual learning program (Table 17). A difference of 3,652 (13%) students were not participating in one of the above programs. The junior high schools identified the largest number of NES/LES students--15,753--for the school year (Table 16).

Spanish was the dominant language of NES/LES students in junior high schools (Table 18) and also in senior high schools (Table 19).

In junior high schools the largest number of students (6,379, 52%) were enrolled in beginning ESL (Table 20). In senior high schools, the majority of students (2,037, 28%) were enrolled in ESL Level 1 (Table 21).

Classes.--Secondary schools reported a total of 3,499 bilingual and ESL program classes, based on student profiles and master schedules in June 1980. Following the Lau Plan on meeting NES/LES student needs, demand was highest for ESL classes (1,881) and lowest for bilingual U.S. history (34) (Table 23). There were 413 math classes with primary language support (Table 22).

Teachers and Aides.--There were 569 ESL teachers (Table 24) and 778 bilingual teachers instructing in six categories of ESL classes (Table 25), while 182 bilingual teachers were teaching four different bilingual classes (Table 26).

Of 682 ESL teachers assigned to ESL classes, 460 had an English major or minor background and 503 were involved in district methodology classes in Lau programs (Table 27).

The district employed 308 bilingual aides to help in ESL classes (Table 28) and 43 bilingual aides to assist in bilingual classes (Table 29). Secondary schools reported that 6,611 aide-periods and 1,198 tutor-periods assisted teachers instructing NES/LES students (Table 30).

Progress.--Secondary schools have implemented procedures for students to advance from one ESL level to another using either passing scores on district-developed final exams for each level or average passing scores on district-developed proficiency tests for each level.

Secondary school summaries reported 540 students had met transition criteria from bilingual to ESL programs, while 2,671 students went from ESL into regular programs (Table 31).

Junior high schools reported that 3,772 students made a satisfactory score when screened with the CTBS Español, Level C, and were placed in an ESL program. Another 858 students similarly tested needed more instruction in their primary language and were placed in a bilingual/bicultural program (Table 32).

Secondary school summaries revealed that parents were informed of bilingual program placement and parents of 3,825 students were consulted regarding bilingual individual learning programs for their children. Only 37 parents withdrew their children from a bilingual program (Table 33).

NES/LES students were involved in the district's integration efforts by participating in one of the following programs: educational options, permit with transportation (PWT), magnet, pair/cluster, midsite, and other programs. The highest number of students (533) were participating in pair/cluster programs, while the smallest number of students (14) were in educational options programs (Table 34).

New Classes.--Secondary schools reported that several new classes were introduced into curriculum offerings for NES/LES students. An orientation/guidance course of study produced 258 classes, and 225 classes in U.S. history and geography were initiated in bilingual and ESL programs.

Monitored Schools.--Median ratings indicated that junior and senior high schools have made substantial gains in identifying and assessing students as NES/LES and in establishing their placement in a bilingual-bicultural or ESL program.

The monitoring ratings judged the curriculum model of the bilingual-bicultural program at the intermediate and advanced levels to be the weakest elements in the junior high Lau program. Senior high schools continued to be weakest in their staff development and community involvement components (Table 2).

Telephone Survey.--The following are the key points that were deemed to be the most significant and most important for secondary schools.

First, principals agreed in both Phase 1 and Phase 2 that the greatest assets of their Lau program were the abilities of their bilingual and ESL staffs, including aides. In addition, principals said that their teachers exhibited strong attitudes of dedication and were sensitive to the needs of their students. The weakest area in personnel matters, according to principals, was the shortage of qualified teachers and aides, lack of adequate training for teachers and aides who need it, and personnel policies that prevent principals from securing qualified teachers for their schools. What principals stressed in both phases was a need for stronger district effort in the recruitment and retention of Lau personnel.

Second, in both phases there was no general consensus among the interviewees about program aspects. However, some principals stated that the implementation of Lau programs was better understood as a result of staff's being more familiar with Lau requirements, and they praised their community and parent support.

Third, again principals agreed in both phases that they were satisfied with the availability of current materials and supplies for the Lau students. However, principals warned that with increases and changes in student population, materials must be readily adaptable to meet student needs. Several principals suggested that some materials need to be reevaluated for appropriateness of maturity and reading level for their students.

Fourth, two new questions were included for principals in Phase 2: their opinions on the positive or negative outcomes for students as a result of Lau programs, and the positive or negative effects of mandated testing originating outside the classroom.

Principals varied with their feelings. Some said that the majority of their NES/LES students were progressing well but that the current testing program was too burdensome for their Lau students. Others voiced strong opposition to the district's testing program, characterized as excessive and taking valuable time from classroom instruction.

Last, in both phases, principals summed up their feelings by saying that they have experienced growing pains the first two years with their Lau programs, but were confident that they were progressing toward full implementation and were making great strides in meeting all Lau requirements.

Qualitative Observations and Conclusions

Secondary schools have provided appropriate programs for the majority of identified NES/LES students.

Secondary schools were implementing bilingual/bicultural and ESL programs that follow the Lau Plan requirements and guidelines described in the district's Secondary School Curriculum Course of Study.

Monitored schools integrated NES/LES students into regular classes and the size of the classes provided for these students was generally the same as for like classes in the school.

Principals participating in the Telephone Survey indicated that the services received by their Lau students were excellent and appropriate.

Success for program implementation could be attributed to the quality of teachers, aides, coordinators, and support from administrative staffs. Also, community support played an important role in many Lau programs, according to principals.

Chapter 4

SPECIAL EDUCATION PROGRAMS

Goals

Special Education programs for Lau students will:

1. Identify national origin minority students who are handicapped and from non-English language backgrounds.
2. Assess the educational needs of identified handicapped students through diagnostic-prescriptive procedures and as mandated by P.L. 94-142.
3. Prescribe an educational program that will meet the assessed needs of identified handicapped students in their primary language.

Design and Instruments for Evaluation

The evaluation of special education programs made use of data collected through the following instruments, described in Chapter 1:

1. Summary of Special Education Students in Lau Programs Identified as NES/LES by Parent Interview (Form 1351)
2. Summary of Special Education Students in Lau Programs Identified as NES/LES by BINL (Form 1352)

3. Information collected from staff members in the Special Education Division

(Note: The Lau year-end report for 1978-79 reported special education NES/LES students as "nonverbal" and "verbal." Due to changes in the Division's Lau Plan, NES/LES nonverbal students are currently classified as NES/LES students identified by parent interview, and NES/LES verbal students are now designated as NES/LES students identified by BINL.)

Findings for NES/LES Students Identified by Parent Interview

Numbers.--A total of 1,120 NES/LES students in Grades K-12 were identified by the parent interview process in regular schools and special education schools (Table 35). Included in this count are a few students who did not return a home language survey. These students will be further assessed through a teacher observation form beginning in fall 1980 (see Appendix).

Language.--Spanish-speaking students comprised 88% of the NES/LES students enrolled in special education programs. TMR Spanish-speaking students enrolled in special education schools were the greatest in number (Table 35).

English fluency.--Parent interview forms indicated the following degrees of English fluency for special education students (Table 36): only primary language spoken, 42%; primary language spoken with some English, 36%; and primary language and English used interchangeably, 22%.

Parent Education.--Special education schools reported that

154 parents attended parent education classes during the school year. Regular elementary schools counted 272 pupils participating in special education programs; 22 parents of these children participated in parent education activities. Information from the Special Education Division indicates that a parent education coordinator has been budgeted for the 1980-81 school year to implement the program.

Findings for NES/LES Students Identified by BINL

Numbers and Languages.--A total of 927 special education students enrolled in regular schools and special education schools (Grades K-12) were identified as NES/LES by the BINL (Table 37). The greatest number of NES/LES pupils were in the EH handicap category in regular elementary schools with Spanish as their primary language. Spanish-speaking students accounted for the greatest number of NES/LES students in all handicap categories (Table 37).

Individualized Education Program (IEP).--Special education schools reported that of the 193 NES/LES students identified by the BINL, 142 students were provided with an IEP that included ESL or was based on a bilingual program.

Of the 734 NES/LES students assigned to special day classes in regular schools, Grades K-12, 366 students had an IEP that included ESL or was based on a bilingual program (Table 38).

Program Placement in Regular Schools.--Special education Summaries indicated that 132 students had been given bilingual and ESL programs in special day classes, and another 219 students were instructed in bilingual and/or ESL programs in other classes in the regular school location (Table 39), for a total of 351. Comparing this total to the number of NES/LES students (734) identified in regular school locations, the number of students not placed in a Lau instructional program becomes 383.

Progress of Elementary Special Education Pupils.--Special education summaries for NES/LES pupils identified by BINL indicated that 213 elementary pupils in special education and regular elementary schools met the Lau criteria for placement into English reading. During the 1979-80 school year, 116 pupils made the transition to an English-only program (Table 40).

ESL Placement of Secondary Special Education Students.--Special education schools and secondary schools with special day classes for NES/LES students identified by BINL reported a total of 74 students in various levels of the district's ESL program (Table 41). Of the 136 special education students in regular secondary schools, 55 were placed in the district's ESL program (Table 41). A total of six students had completed ESL Level IV skills by the end of the 1979-80 school year.

Bilingual Aides.--According to the special education summaries for NES/LES students identified by BINL, the 927 special education students received a total of 575 daily hours of bilingual aide support. The handicap category of EMR assigned to special day classes in regular schools, Grades K-12, logged the greatest number of hours from bilingual aides.

Staffing.--A total of 15 special education teachers with A and B fluency were assigned to special education students at all locations. The number of monolingual teachers with bilingual aides was reported as 74. A total of 79 special education teachers indicated that personnel providing primary language instruction were personnel other than those listed on Form 1352 (Table 42). A review of the 79 other instructional personnel revealed that 25 of the teachers were monolingual teachers assisted by monolingual aides or no aides. An additional 15 monolingual special education teachers indicated that bilingual personnel were not available to them for primary language instruction. Special education teachers stated that they were also using parent volunteers, peer tutors, and other bilingual persons within the school to provide some primary language support.

Evaluative Comments or Concerns.--A few special education teachers wrote about their concerns for NES/LES Lau students with special education needs. Major interest areas were improving oral English assessment, suggestions for parent education classes, the need for bilingual personnel, and the need for more communication to staff about bilingual provisions for their NES/LES students.

Some teachers (9) remarked that learning problems, speech problems, and other handicaps were possible factors in NES/LES identification, aside from the influence of a home language other than English. According to other teachers (6), ESL classes should be offered to parents of students identified as NES/LES by parent interview, and one said that parents be compensated for attending such classes.

Other teachers (7) urged that recruitment of bilingual personnel for special education classes be given a high priority.

Other Findings

A total of 102 elementary pupils and 53 secondary students identified as NES/LES were assigned to the deaf and hard-of-hearing integrated program in regular schools.

Information regarding these special education programs in regular schools was not available for this report:

--Remedial physical education program
--Physically handicapped program
--Speech and language program
--Visually handicapped program
--Deaf and hard-of-hearing itinerant teacher program
--Resource specialist program

Qualitative Observations and Conclusions

The findings for special education students identified by BINL in special day classes may be incomplete due to the return rate of Summary forms.

A substantial number of special education students identified by BINL were not given an IEP that included ESL or was based on a bilingual program.

Many special education students identified by BINL, assigned to special day classes in regular school locations, were not placed in appropriate programs.

Not all secondary special education students identified by BINL were provided with the district's prescribed ESL program.

Language acquisition classes for current special education teachers are needed to increase the number of bilingual certificated staff. Bilingual aides need to be recruited for monolingual teachers.

Staff development seems to be needed for personnel assigned to special day classes in regular schools in order to increase understanding and implementation of the Division's Lau Plan.

Chapter 5

STAFFING ACTIVITIES

Goals

According to the Lau Plan, the Personnel Division will recruit, hire, and assign certificated and classified bilingual employees to serve NES/LES students, based on priorities.

Design and Instruments for Evaluation

Evaluation of the staffing component made use of data collected through district personnel records on non-English language proficiency of teachers and education aides (QR007R01), and other Personnel Division records.

Findings

Number of Bilingual Teachers.--As of May 1980, the district employed a total of 3,209 bilingual teachers assigned to regular elementary and secondary school locations (Table 43). Of these regular elementary and secondary teachers, 291 had emergency bilingual credentials. Of the total bilingual teachers in the district, 2,957 (92%) were Spanish-speaking. From June 1979 to May 1980, the district gained 704 bilingual teachers. This increase includes newly hired teachers and teachers already working for the district who acquired new language fluency skills. The district employed 686 additional certificated bilingual teachers and substitutes in other locations, including adult education schools, continuation high schools, special education schools, children's centers, and administrative offices.

The total number of bilingual certificated employees with a bilingual credential or certificate, and who were assigned to regular elementary and secondary schools, is 981; and to other locations (as above), 380.

Schools Needing Bilingual Teachers.--There were 78 regular elementary and secondary schools enrolling 20 or more NES/LES students (for a total of 5,279) in a given language group who did not have at least one certificated bilingual teacher fluent in their language. This is a decrease (improvement) of 60 schools from the June 1979 count of 138. Included in the 78 schools were 10 schools in need of teachers fluent in two or three languages.

Schools with 20 or more Vietnamese-speaking pupils increased to 18 from the June 1979 count of 4. Fluency tests in Vietnamese were not offered during the 1979-80 school year.

Bilingual Classroom Teacher Program.--The district will be implementing the Bilingual Classroom Teacher Program (BCTP) for the 1980-81 school year in 135 eligible racially isolated minority schools (RIMS). The objectives of this program include: recruitment and retention of bilingual teachers; improvement of the bilingual teaching and language skills of both bilingual and monolingual teaching staff; upgrading the quality of bilingual teaching; and provision of additional language services to NES/LES students. (See Memorandum No. 41 in Appendix C.)

Reassignment of Bilingual Teachers.--A total of 16 bilingual teachers not serving needs of NES/LES students applied for a voluntary transfer and were assigned where needed between July 1, 1979 and June 30, 1980. The number of bilingual teachers who returned from leaves with no return rights or who have been displaced was not available for the same time period.

Contracts Offered.--Personnel Division reported that 487 provisional, conditional, and probationary contracts were offered to bilingual teachers between July 1, 1979, and June 30, 1980. Of these, 321 were signed. Included in this total were newly-contracted bilingual teachers as well as teachers previously contracted who were offered a contract renewal or a contract in a different classification.

Bilingual Aides.--Based on personnel records of the Classified Employment Branch, a total of 3,156 bilingual/biliterate aides were employed to support bilingual instruction (Table 44). Of these, 2,533 are Spanish-speaking. An additional 4,920 English-speaking aides were also employed by the district.

The Classified Selection Section of the district administers oral and written language proficiency tests in English and designated second languages to all eligible aides who apply. The candidate must receive a passing score on both to be eligible for a bilingual salary differential.

Findings for Bilingual Staffing Unit Activities

Recruitments.--Local college, out-of-area, and out-of-state recruitments between July 1979 and June 1980 yielded 181 applicants for bilingual positions. Of these, 82 were offered contracts; 71 accepted and signed. An additional 1,765 bilingual teachers were contacted through the State Clearing House list. Of these, 41 applied and 4 were offered contracts.

Language Fluency Exams.--Language fluency tests were administered to a total of 867 current staff in Armenian, Cantonese, and Spanish between July 1979 and January 1980. Of these, 695 passed at the A or B fluency level (Table 45).

Minority Future Teacher Program.--The district is sponsoring the Minority Future Teacher Program in 10 senior high schools, involving 402 students, in order to encourage and motivate minority students to pursue careers in teaching.

Certificate of Competence.--A total of 185 Spanish-speaking teachers took the certificate of competence exam through the University of Southern California during 1979-80. Of these, 113 teachers (61%) passed the exam successfully.

Cultural Proficiency.--The total number of Spanish-speaking teachers who took the cultural proficiency exam was 829. Of these, 704 (85%) passed.

Qualitative Observation and Conclusions

The district continues its efforts to increase the number of bilingual teachers through recruitment and by expanding the language skills of current staff.

Vietnamese language fluency tests need to be offered by the district to meet the needs of increasing numbers of students from Vietnam.

Chapter 6

STAFF DEVELOPMENT PROGRAM

Goals

For Lau purposes, the district will provide a comprehensive staff development program for administrators, teachers, other credentialed personnel at school and area offices, paraprofessionals, and school-based classified personnel.

The staff development program will provide opportunities for staff to acquire and develop those competencies necessary to ensure equal educational benefits for each Lau student.

Specific areas of need to be addressed in staff development sessions are: orientation to Lau Plan; inservice training in administering the BINL; development of competencies necessary for implementation of the Lau Plan; and inservice classes to assist teachers on waiver to acquire the certificate of competence.

Design and Instruments for Evaluation

The evaluation of staff development programs is making use of data being collected through the Elementary and Secondary Lau Monitoring Instruments (described in Chapter 1), district records, and staff interviews.

Activities

Special Meetings.--The Bilingual--ESL Services Branch sponsored a major all-day conference and a workshop in cooperation with the Lau General Assistance Center in San Diego, each two days long. In addition it held one for parents in the district, one for Bilingual Branch staff, two for secondary principals, one for secondary head counselors, one for all personnel from the Office of Instruction, and one for all administrators serving categorical aid programs (federal and state, including school improvement and bilingual programs). Meetings for these participants lasted one day each.

In addition to these workshops, the Bilingual--ESL Services Branch held weekly inservice meetings for all central office staff members with responsibilities for the Lau programs, including classified staff, instructional planning, evaluation and research, special education, and ESEA Title VII.

Agendas for Bilingual--ESL Services Branch meetings were numerous and varied in order to meet the needs of the Branch and schools.

Spanish Fluency.--The Emergency School Aid Act (ESAA) Bilingual Program served 59 "receiving" schools in the integration plan. Being a receiving school requires that it be newly impacted with non- or limited-English speakers as a result of integration. The ESAA Bilingual Program was in its second phase of implementation in 1979-80.

The ESAA Bilingual Program served 184 teachers and 59 office managers or administrators. There was funding for 184 bilingual aides to work in the classrooms that serve non- or limited-English speakers. Participants attended one session weekly in Spanish language acquisition and bilingual methodology. During the summer, they attended five weeks of high intensity language classes lasting six hours daily. The goal of the program was for at least 80% to pass their certificate-of-competency exam in fluency, culture, and methodology, as administered by the University of Southern California.

The ESAA Bilingual Project was also implemented last year in the 48 "sending" schools that bus NES/LES students to the 59 receiving schools in the integration plan. It was a replication of the 1979 ESAA program and was funded for 347 teachers and 48 office managers or administrators in the sending schools. Additionally, 234 bilingual aides were funded to serve with the 347 teachers of non- or limited-English speakers. Training was provided in bilingual methodology for the aides.

There were 12 classes of language acquisition and bilingual methodology in the ESAA Bilingual Program, Phase 1, and 26 classes in Phase 2. A total of 38 leaders were hired to conduct the classes.

Language Acquisition Project (RIMS).--For 1980-81, the district proposed to the court in Crawford a Language Acquisition Project to serve the needs of teachers and students at 137 RIMS locations. (RIMS: Racially Isolated Minority Schools.) Eligible teachers will be paid to participate in the project.

The court approved the program and recommended expansion of the project, provided that enrollment warrants it.

Monitoring.--Staff development elements were included in the monitoring process, and their ratings were a product of the second year of visitations to randomly selected elementary and secondary Lau schools. Using the revised monitoring forms described in Chapter 1 (see copies in Appendix C), with 16 program elements to inspect in elementary schools and 16 in secondary, monitoring team members visited and rated 40 schools throughout the district.

BINL.--Area advisors continued to train certificated personnel on administration of the BINL, as requested.

El Espejo.--A televised series of 24 programs on Hispanic culture, called El Espejo (The Mirror), was shown on the district's KLCS-TV Channel 58 during a 12-week period from February 11 to June 11. The series, coupled with one seminar session for persons interested in salary point credit, was developed to equip school staff members with the skills (or with improved skills) to work with Hispanic students in an educational setting. The television project also assisted teachers on waiver in preparing for the Certificate of Competence in Spanish.

Nineteen seminar leaders met in 10 different locations with approximately 500 participants.

Needs Assessment.--The needs assessment for 1979-80 has been developed. It was designed so that administrators, certificated personnel, classified personnel (including aides), office staff, and volunteers could use the same instrument. Information was requested about general to specific topics, such as teaching of English, reading other languages, and the acquisition of languages.

Findings

ESAA.--ESAA activities concluded their second phase of implementation.

Participants in the ESAA Bilingual Receiving School Program passed the components of the program at the following levels: 37% of the participants passed the fluency, 91% the culture, and 76% the methodology. A total of 37% of the participants passed all levels.

Participants in the ESAA Bilingual Sending School Program passed the components at the following levels: 56% passed the fluency; 91% the culture; and 93% the methodology. A total of 56% passed all levels.

An average of 47% of ESAA Receiving and Sending School Program participants passed their certificate of competency exam on fluency, culture, and methodology.

Monitoring.--According to monitoring teams' ratings, 100% of the staff development elements were found to be implemented in the elementary sample (Table 1), and 52% and 45% implemented in junior and senior high schools, respectively (Table 2).

End-of-year median ratings of the 16 staff development elements in the 20 elementary schools sampled showed full implementation (i.e., rating of 2.5 or higher on all compliance points) (Table 1).

In the 10 junior high schools visited, median ratings of 2.5 or higher (implementing) were given to 4 of the 16 elements, and ratings between 2.2 and 2.5 evaluated the remaining 8 elements (working toward implementation) (Table 2).

In the 10 senior highs visited, median ratings between 1.3 and 1.4 (not yet implementing) were assigned to nine elements on orientation and staff development. Median ratings between 1.5 and 2.0 were assigned to seven points for orientation and staff development as working toward implementation (Table 2).

Television.--Viewers of the El Espejo program on district television took the exam in the culture component for the certificate of competence, and 90% passed.

Needs Assessment.--Needs assessment instruments were designed and applied by staff.

Qualitative Observations and Conclusions

Staff development continues to be a viable and integral part of the Lau program, offering numerous alternatives for implementation of the Lau Plan. Monitoring of randomly selected elementary schools showed full implementation on all program points, while junior and senior high schools were working on implementing a few program features rated low.

The ESAA project continues to provide opportunities for teachers, administrators, and paraprofessionals to become proficient in Spanish.

Staff development, on the whole, provided needed services for implementation of the district's Lau Plan.

Chapter 7

COMMUNITY INVOLVEMENT PROGRAM

Goals

The Lau Plan goals for this component are to involve the community in planning, implementing, and evaluating the Lau Plan; to provide a process whereby all school-home notices to parents of NES/LES students are in their primary language; and to inform parents about programs designed to meet educational needs of NES/LES students, as well as of their right to enroll their child in such a program.

Design and Instruments for Evaluation

The evaluation of community involvement used data collected through steps and instruments described in Chapter 1.

Activities

Elementary schools continued to establish and sponsor Education Committees according to guidelines in the Lau Plan, and to adhere to it on all other points concerning community involvement. Parents were consulted in the development of Individual Learning Programs.

Secondary schools were implementing the Lau Plan, and were becoming more consistent with the Plan's guidelines for parent committees.

Communications were sent home in the primary language of NES/LES students.

Orientation meetings for parents of NES/LES students were held. Parents were informed of programs designed to meet the educational needs of their children, and were told of their right to withdraw their child from the program.

For school year 1979-80, the District Bilingual Bicultural Advisory Committee reorganized itself, wrote new bylaws (to be approved by the Board), and elected interim officers. Permanent officers will be elected for a one year term. Representation on the committee was requested by 462 schools with 20 or more NES/LES students. The committee met monthly and at other times as needed.

The monthly agenda of the committee discussed pertinent issues that were of concern to the council and matters that related to bilingual-bicultural education.

An invitation was extended to parents who had attended monthly meetings of the District Bilingual Bicultural Advisory Committee to attend the San Diego Lau Center Parent Conference, February 5-6, 1980. The conference featured prominent speakers in the field of bilingual education, as well as workshops conducted by representatives from the State Department of Education and the district.

In June the council adjourned. It will reconvene in September.

Findings

Community members continued to be active in the implementation of the Lau Plan by participating in the evaluation and monitoring of 40 Lau schools.

Monitored elementary schools (20) were examined for adherence to the Lau Plan on 10 separate points related to community involvement. Most elementary schools have established a Bilingual Education Committee according to Lau directives.

Secondary schools were implementing the Lau Plan and were becoming more consistent with the Plan's guidelines for parent committees.

The advisory committee has been organized, its interim officers have been elected, and the committee is fully operational.

Qualitative Observations and Conclusions

The community involvement component plays a vital role in the implementation of the Lau Plan. The goals of this component have been implemented according to the Lau Plan.

Chapter 8

ADMINISTRATIVE ORGANIZATION (FOR IMPLEMENTING THE LAU PLAN) AND SUPPORTIVE MONITORING PROCEDURES

Goals

The district goals for this component are to identify the administrative structure responsible for implementing the Lau Plan and provide monitoring procedures to support it.

Design and Instruments for Evaluation

Evaluation of the administrative organization procedure was conducted with the Elementary and Secondary Lau Monitoring Instruments (detailed in Chapter 1), and by interviews with program administrators.

Activities

Administrations.--Area Directors of Instruction, in cooperation with central office administrators and principals, supervised implementation of the Lau Plan. They met monthly with administrators of the three largest programs in the district to coordinate their work in the schools.

Between September and December 1979, the Bilingual--ESL

Services Branch distributed, to the 10 administrative area offices, bilingual instructional materials costing over half a million dollars. These materials were given to the Directors of Instruction to house and use according to need, and are available to bilingual teachers and advisors who work with NES/LES youngsters.

During the spring semester, Emergency School Aid Act (ESAA) funds purchased bilingual instructional materials to implement the Spanish language acquisition program. The materials have been cataloged and issued to the participants on a sign out basis.

Monitoring.--Pursuant to the District's commitment to the Office for Civil Rights, 20 elementary and 20 secondary schools were randomly selected for Lau monitoring.

An orientation session on the goals and instruments of the monitoring process was held for all team participants in December 1979 and January 1980. Groups represented on the Lau monitoring teams were administrators, teachers, community, and personnel from the area offices, Bilingual--ESL Services Branch, and Research and Evaluation Branch.

Monitoring of the randomly sampled schools began in December and ended in April. Monitoring results were given to the school principal following the visitation.

While the content remained the same as in 1978-79, the 1979-80 monitoring instruments were expanded to show 73 elements to inspect and evaluate for compliance in elementary schools, 83 in junior high, and 62 in senior high. For comparison, the 1978-79 instruments had 53 program elements for elementary and 40 for junior high schools (none for senior high). The topics and their ratings are discussed in the appropriate chapters of this report.

Findings

Pursuant to the district's commitment to the Office for Civil Rights, 20 elementary and 20 secondary schools were randomly selected for Lau in monitoring. Teams were comprised to include community, teacher, administrator, area, Bilingual--ESL Services Branch, and other related central office staff representatives.

Each team was assigned a member from each of the above designated groups. It was difficult to obtain community members who would serve as monitors; approximately 50% of the monitored schools were visited by a community representative. Teachers, administrators, research and evaluation staff, and bilingual office staff were represented on almost all teams. The monitoring of the 40 schools began in December 1979 and ended in May 1980. Results of the monitoring were available to schools immediately following the visitation (Tables 1 and 2).

During spring 1980, the Office for Civil Rights analyzed data from all district schools and declared 238 elementary and secondary schools to be out of compliance with the Lau Plan. To assist these schools in showing the contrary or in aligning their programs with the Plan, numerous area and individual school meetings were conducted by the Bilingual--ESL Services Branch (Appendix C, Memorandum 7). By June, all but one of the 238 schools were in compliance.

Qualitative Observations and Conclusions

The timeline of the monitoring was implemented as planned, and the district met the goals of this component as outlined in the Lau Plan.

Chapter 9

COUNSELING AND PSYCHOLOGICAL SERVICES

Goal

According to the Lau Plan, the district will provide the same quality and accessibility of counseling and psychological services for NES/LES students as are provided for FES students, using the primary language of NES/LES students whenever needed for effective communication.

To achieve this goal, programs were planned in five areas:

1. Recruiting and training of bilingual counselors, counselor aides, and psychologists.
2. Implementing already-developed models of counseling and psychological services for bilingual elementary and secondary students.
3. Providing staff development to teachers, counselors, and psychologists on the needs of Lau students.
4. Creating an advisory, district-wide steering committee, and a staff position to develop Plan activities.
5. Providing district personnel with a list of public agencies that could act as additional resources for working

with NES/LES students.

Staff of the Counseling and Psychological Services Branch have been working with other district personnel to obtain funds needed to more fully implement the programs planned. This chapter reports the progress made in the five program areas listed.

Design for Evaluation

The information for this chapter was obtained from interviewing personnel in counseling and psychological services, particularly the Coordinator, Lau Implementation Team, and by examining district documents.

Activities and Findings

Recruiting and Training.--The district has established positions of elementary counselor (bilingual) and school psychologist (bilingual). Programs for bilingual counseling assistants and interns are being developed on a school-by-school basis. The district is developing a program with California State University, Los Angeles, to train district bilingual personnel to become counselors, and psychologists. This program is scheduled to begin in the winter quarter of school year 1980-81. This past summer a six-week program was available through the State Department of Education that enabled selected district psychologists to acquire proficiency in a second language (Spanish, Vietnamese, or Cantonese), and to receive training in nonbiased assessment. There is growing support within the district to eliminate the three-year teaching experience required to become a secondary counselor. This requirement has been working against the hiring of bilingual counselors at the secondary level.

Implementing Models of Services.--To the extent that they are available, bilingual school psychologists and counselors are providing services to NES/LES students. A list of bilingual school psychologists, by language and area, has been compiled for use in all area offices in September 1980. More personnel and resources are still needed to fully implement the models.

Providing Staff Development.--The central office has been providing staff development for area coordinators of counseling and psychological services, school psychologists, secondary head counselors, and elementary counselors through special inservice programs and regular staff meetings. At present, some staff development has been provided for schools by counseling and psychological services personnel, and more is scheduled. The special district inservice team consisting of an advisor, psychologist, and counselor is still in the planning stage. When implemented, it will be available to schools and area offices to train personnel in the special needs of Lau students. In the meantime, schools have already been receiving some inservice training from their administrators as well as from Educationally Impacted Schools and Racially Isolated Minority Schools programs.

Continual consultation is provided by the central offices and school psychologists on case studies for Lau students.

District Committee and Staff Position.--The position of specialist (foreign students), vacated in the fall, has been filled. This position will supplement the efforts of the Lau Implementation Team, especially with foreign students' transcript evaluation and placement.

Referral List.--A referral list of public agencies offering professional services for NES/LES students has been compiled and is available in each area office.

Qualitative Observations and Conclusions

In spite of a lack of funds and available personnel, the district has been moving forward in implementing the Lau Plan for counseling and pyschological services. There has been an effort both to obtain necessary personnel and to train existing personnel; however, more bilingual psychologists and counselors still are needed.

Chapter 10

OTHER SUPPORT SERVICES

Goals

For purposes of the Lau Plan, supporting services defined as "Other" can be divided into two categories. The first, Educational Options, includes alternative schools, community centered classrooms, continuation education, and opportunity schools. The second comprises the three parts of district services referred to as District Health Services, Student Adjustment Services Branch, and Pupil Services and Attendance Branch.

The goals of the Lau Plan for these support services are as follows:

1. Provide the same quality of support services for all language minority students as are provided for language majority students.
2. Establish a process through whch effective communication is ensured in the provision of support services.
3. Prescribe an educational program that will meet the assessed needs of NES/LES students within District Educational Options.

4. Provide a program of staff development for all personnel involved in Other Support Services that will facilitate the opportunity to acquire and develop those competencies necessary to provide equal benefits for each Lau student in the district.

In Educational Options, the Lau Plan provides for the identification and assessment of NES/LES students and for meeting their educational needs, either by an individual learning plan or in a bilingual classroom, depending on the number of students.

Design for Evaluation

Data for this evaluation were obtained from the administrator of each section and from summary printouts.

Activities for Evaluation

The Educational Options group is comprised of four types of schools. A brief description of each is given below.

Alternative Schools.--Alternative schools are learning communities that are less formal than regular schools. Entrance is voluntary and is open to any student who resides in the district. The curriculum is designed to meet state and district graduation requirements.

Community Centered Classrooms (Tri-C).--This option serves students who have been expelled from regular district schools or those who are in the expulsion process. The overall goal of Tri-C is to prepare students for successful reentry into another educational or employment setting.

Continuation Education.--Continuation Education offers 16- and 17-year-old students, who cannot otherwise function in regular high school, an opportunity to continue their education. Individualized instruction programs allowing students to work at their own pace provide this opportunity.

Opportunity Schools.--Opportunity Schools are designed for youths with emotional or behavioral problems and those with poor attendance. The goal of the program is to provide temporary placement for adjustment purposes.

Table 46 gives the number of NES/LES students in each type of Educational Options school and the program provided for them. With the exception of continuation schools, participation by NES/LES students has been minimal. Since most students transfer to one of these special schools from a regular school, it was not surprising that there were more identified NES/LES than there were BINL tests submitted (Table 46).

Establishment of the Bilingual Interpreters Center mentioned in the Lau Plan still awaits funding for staffing and housing. Meanwhile, the District Health Services, Student Adjustment Services Branch and Pupil Services and Attendance Branch have been making efforts on their own to better meet the needs of Lau students. Pupil Services and Attendance Branch has been hiring bilingual counselors as they become available. District Health Services has been successful in hiring bilingual physicians and developing a working relationship with various community agencies, particularly in the Asian communities. Student Adjustment Services Branch has most of its contact with schools, minimizing the need for bilingual people; however, whenever conferences with non-English speaking parents are necessary, interpreters have been provided.

Qualitative Observations and Conclusions

The needs of Lau students are apparently being met in Educational Options schools. Outside of continuation schools, there are a few Lau students in the Educational Options schools. The other three parts--District Health Services, Student Adjustment Services Branch, and Pupil Services and Attendance Branch--have been making individual efforts to meet the needs of bilingual students. The continuation schools need to work toward full implementation of the Lau Plan, and the Bilingual Interpreters Center should be opened, unless program needs dictate otherwise.

Chapter 11

EVALUATION

Goals

The district will implement an evaluation process for obtaining and using valid and reliable information concerning the implementation and effectiveness of the Lau Plan. Evaluation activities will report relevant findings for use in planning, developing, maintaining, and improving programs serving Lau students.

Activities

To meet their goals, bilingual evaluation staff members:

1. Developed step-by-step procedures from the master design for Lau evaluation
2. Processed Basic Inventory of Natural Language (BINL) tests and results
3. Assisted local schools with evaluation procedures for Lau programs
4. Developed Monitoring Instruments and year-end School Summaries

5. Analyzed data from the above instruments
6. Participated on teams monitoring Lau programs
7. Conducted special studies of program effectiveness by means of telephone surveys, classroom observation, and staff interviews
8. Prepared midyear and year-end evaluation reports

The Bilingual Evaluation Unit of the Research and Evaluation Branch will continue to plan, develop, maintain, and improve evaluation activities during 1980-81, which include:

1. Refining or developing and analyzing evaluative forms
2. Writing the midyear and year-end evaluation reports
3. Processing BINL tests and results
4. Participating on school monitoring teams
5. Helping district personnel understand Lau evaluation requirements

Appendix A

Tables 1-46

Table 1

Monitors' Ratings of Elementary Lau Implementation

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
I. IDENTIFICATION		
The school has conducted the Home Language Survey (HLS) according to prescribed methods and procedures:		
A. Parents were given the HLS in their own language.	102	3.0
B. Bilingual personnel are available to assist in conducting HLS for new pupils.	102	2.9
C. The HLS is filed in each pupil's cumulative record.	100	2.9
II. ASSESSMENT		
Pupils were assessed with the BINL to measure their proficiency in English and their primary language according to the prescribed procedures:		
A. All pupils indicating a home language other than English on any of the first three questions on the HLS were assessed with the BINL (English).	103	3.0
B. New pupils were assessed with the BINL (English) within two weeks of enrollment.	101	2.9

[a] Number of respondents on which the median was calculated. This number varies from point to point since a few did not respond to some points and others thought a given point was not applicable.

[b] Scale used: 1 = not yet implementing, 2 = working toward implementation, 3 = implementing. Any rating of 2.5 or higher can be rounded to 3.0, for practical purposes. Lower mid values can be similarly rounded.

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
C. Staff development was provided for all personnel designated to administer the BINL.	103	3.0
D. BINL (English) labels have been put on pupil's cumulative record.	102	2.9
E. Identified NES/LES pupils in bilingual programs are assessed with the BINL in their primary language by the person responsible for their language instruction.	76	2.7
III. IMPLEMENTATION		
A. School has determined classification and priority of assignment of bilingual teachers and education aides, by:		
1. Having on file classification of all teachers and aides involved in bilingual education programs.	87	3.0
2. Following the criteria for selection of organizational models for bilingual instruction.	92	2.7
3. Assigning a bilingual/biliterate aide to each Class II and III teacher assigned to a bilingual program.	43	2.5
4. Assuring that all teachers assigned to a bilingual program have the required certificate, credential, or waiver.	44	2.7

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
B. Responsibilities of personnel involved in implementing the bilingual/bicultural programs are consistent with guidelines established in the Lau Plan.	96	2.6
C. Using BINL results, school has determined number of NES/LES pupils by grade level and language.	103	2.9
D. Bilingual/bicultural classes are not racially/ethnically isolated as shown by class rosters and classroom visitation.	86	3.0
E. School is following the Lau criteria for reading and writing in English, as shown by the fact that:		
1. Teaching staff in bilingual programs can describe the Lau criteria for reading in English.	77	2.5
2. Teaching staff can describe the Lau criteria for reading in English for pupils in BILPs.	81	2.1
3. The Lau criteria for reading in English are being consistently followed according to the appropriate curriculum model.	88	2.3
IV. CURRICULUM The school has provided each Lau pupil with an appropriate curriculum model (that includes all major elements, such as skills continuums, tests of progress, and teaching materials), as follows:		

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
A. Roman Alphabet Languages		
1. Oral ESL	80	2.9
2. Reading and writing in English when appropriate	76	2.8
3. Mathematics in primary language	72	2.7
4. Oral primary language development	78	2.5
5. Reading in primary language	74	2.8
6. Multicultural in primary language	68	2.6
7. Other content areas in primary language	67	2.3
B. Other than Roman Alphabet Languages		
1. Oral ESL	25	2.9
2. Oral primary language development	17	2.4
3. Reading and writing in English when appropriate	22	2.7
4. Reading and writing in the primary language where appropriate	14	2.2
5. Mathematics in primary language	20	2.3
6. Multicultural in primary language	21	2.1
7. Other content areas in primary language	20	2.0
C. Bilingual Individual Learning Program		
1. Oral ESL	91	2.8
2. English reading & writing when appropriate	91	2.6
3. Mathematics with primary language support	89	2.4
4. Multicultural with primary language support	87	2.2
D. FES Requiring Supplemental Education		

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
1. Oral English	96	2.8
2. Reading and writing in English	96	2.8
3. Content areas	94	2.8
V. METHODS		
Staff members are using appropriate language-delivery systems:		
A. Unilingual approach	89	2.9
B. Bilingual approach to ESL	85	2.8
C. Other language-delivery systems (concurrent method, preview/presentation/review method, or dual method)	70	2.8
VI. PLACEMENT AND TRANSITION CRITERIA		
A. Pupils who were classified as FES on their first BINL and not making reasonable progress as determined by course objective and Survey of Essential Skills were placed in a supplemental education program.	92	2.5
B. For pupils who were classified as NES or LES on their first BINL, the school is implementing procedures for pupils eligible for transition to an English-only instructional program as shown by:		
1. Recommendation by teacher	94	2.7
2. Identification as FES on BINL	92	2.8
3. Score at or above the 16th percentile on a standardized test of reading and math	90	2.7
4. Recommendation by local administrator after consultation with staff and parent	89	2.7

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
VII. STAFF DEVELOPMENT		
Orientation to the District's Lau Plan was provided for the following personnel:		
A. Certificated	96	2.8
B. Classified:		
1. Office staff	82	2.8
2. Instructional Aides	91	2.7
Staff development was provided or is planned for all certificated and all classified personnel involved in the bilingual program:		
A. Staff development was based on a local needs assessment.	96	2.7
B. The local school staff development program was designed to assist certificated personnel to:		
1. Improve instructional skills	97	2.8
2. Improve human development skills	92	2.7
3. Use Curricular and instructional materials appropriate to the needs of Lau pupils	95	2.6
4. Improve learning conditions by working on relationships among:		
a. Pupil	87	2.7
b. School personnel	86	2.7
c. Parents and community members	85	2.6
C. The local school staff-development program was designed to		

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
assist classified personnel to:		
1. Improve instructional skills	94	2.7
2. Improve human development skills	87	2.6
3. Use curricular and instructional materials appropriate to the needs of Lau pupils	86	2.8
4. Improve learning conditions by working on relationships among:		
a. Pupils	76	2.5
b. School personnel	76	2.7
c. Parents and community members	77	2.6
VIII. COMMUNITY INVOLVEMENT		
If the school has 20 or more NES/LES pupils, it has established a Bilingual Education Committee according to following guidelines:		
A. The percentage of parents of NES/LES pupils is at least the same as the percentage of NES/LES pupils in the school but not less than 50%.	84	2.8
B. Parents representing all language groups in the school were invited to participate in the Bilingual Education Committee.	88	2.8
C. Meetings are conducted in the primary language(s) of the committee members as well as in English.	86	2.9
D. Responsibilities of the Bilingual Education Committee are consistent with written guidelines.	86	2.6

Table 1, continued

Points of Implementation for Lau	Number of Raters[a]	Median Rating[b]
School communications adhere to the following guidelines:		
A. The school with 15% or more NES/LES pupils translates oral and written communication into their primary language(s).	72	3.0
B. The school with fewer than 15% NES/LES pupils uses effective communication.	75	2.9
The school has informed parents or guardians of NES/LES pupils about the bilingual programs designated for their children, according to the following guidelines:		
A. Parents have received a notice describing the program.	93	2.9
B. Parents were invited to a meeting to discuss the best instructional program for their children.	89	2.8
C. Parents or guardians not attending the meeting were invited to a parent conference.	88	2.8
D. Parents have been consulted in the development of Individual Learning Plans.	89	2.5

[a] Number of respondents on which the median was calculated. This number varies from point to point since a few did not respond to some points and others thought a given point was not applicable.

[b] Scale used: 1 = not yet implementing, 2 = working toward implementation, 3 = implementing. Any rating of 2.5 or higher can be rounded to 3.0, for practical purposes. Lower mid values can be similarly rounded.

Table 2

Monitors' Ratings of Secondary Lau Implementation

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
I. IDENTIFICATION				
The school has conducted the Home Language Survey (HLS) according to prescribed methods and procedures:				
A. Parents were given the HLS in their own language.	52	2.9	48	2.9
B. Bilingual personnel are available to assist in conducting HLS for new students.	52	2.9	48	3.0
C. The HLS is filed in each student's cumulative record.	51	2.9	46	2.7
II. ASSESSMENT				
Students were given the BINL to assess their proficiency in English according to prescribed procedures:				
A. All students indicating a home language other than English on the HLS were given the BINL.	48	2.9	48	2.8
B. New students were given the BINL within two weeks of enrollment.	48	3.0	48	2.9

---

[a] Number of respondents on which the median was calculated. This number varies from point to point since a few did not respond to some points and others thought a given point was not applicable.

[b] Scale used: 1 = not yet implementing, 2 = working toward implementation, 3 = implementing. Any rating of 2.5 or higher can be rounded to 3.0, for practical purposes. Lower mid values can be similarly rounded.

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
C. All students identified as NES/LES on SDOAI (spring 1978) were given the BINL.	42	2.6	39	2.8
D. Staff development was provided for all personnel designated to administer the BINL.	52	3.0	46	3.0
E. BINL labels have been placed on student's cumulative record.	52	2.8	45	2.8
Spanish speaking students were given the Test of Prerequisite Skills (TOPS) according to prescribed procedure (junior high only):				
A. NES/LES students newly enrolled from another country.	50	2.9		
B. NES/LES students newly enrolled from another LAUSD school or any other school in this country and whose records indicate no participation in a formal English reading program.	49	2.9		
III. IMPLEMENTATION				
A. School has continued its existing bilingual/bicultural program (senior high only).			29	1.7

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
B. School has implemented a bilingual/bicultural program for students who have absic education needs (junior high only).	51	2.7		
C. School has implemented an ESL program that follows the guidelines described in the district's Secondary School Curriculum, Guidelines for Instruction.	51	2.9	43	2.8
1. NES/LES students were assessed in the following skills areas:				
a. ESL skills through the use of the district-developed placement test	50	2.9	47	2.6
b. Math computation through regular math department procedures	51	2.9	46	2.7
2. ESL classes are taught by ESL teacher teachers meeting district requirements.	52	2.9	47	2.8
D. NES/LES students are integrated into regular classes for at least one non-language related class per day.	60	3.0	47	3.0

Table 2, continued

Points of Implementation for Lau	Junior High No. of Raters[a]	Junior High Median Rating[b]	Senior High No. of Raters[a]	Senior High Median Rating[b]
E. The number of students in the ESL classes or bilingual classes is substantially the same as the number of students in the same subject classes at that school.	50	3.0	41	2.7
IV. CURRICULUM				
The school has provided each Lau student with an appropriate curriculum model (that includes all major elements, such as skills continuums, tests of progress, and teaching material materials):				
A. Full Bilingual/Bicultural Program (junior high only):				
Beginning - Level I				
1. ESL taught in a two-period block	31	2.4		
2. Communication skills in the primary language to include listening, speaking, reading and writing	35	2.7		
3. Math in the primary language	33	2.7		
4. Orientation-guidance class in the primary language	31	2.2		
5. Physical education - mainstream class				
Intermediate - Level II				
1. ESL taught in a two-period block	31	1.9		

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
2. Communication skills in the primary language	25	1.7		
3. Math in the primary language	29	1.8		
4. Introduction to American heritage in the primary language	29	1.8		
5. Physical education--mainstream class	31	2.3		
Advanced - Level III				
1. ESL taught in a two-period block	23	2.0		
2. Communication skill in the primary language	23	1.9		
3. Math in the primary language	22	2.0		
4. Health, social studies, or science in the primary language as needed	23	1.9		
5. Physical education--mainstream class or elective required for graduation	24	1.9		
B. Partial Bilingual Program (junior high only):				
1. ESL taught in a two-period block	23	2.2		
2. Communication skills in the primary language	24	1.9		
3. Math in the primary language	25	2.0		

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
C. English-As-A-Second Language Program				
Beginning - Level I				
1. ESL taught in a two-period block	52	2.9	40	2.4
2. Introduction to English reading	52	2.8	38	2.6
3. Math taught utilizing the primary language	49	2.7	36	2.1
4. Orientation - guidance utilizing the primary language	50	2.5	38	2.5
5. Physical education - mainstream class	52	3.0	39	3.0
Intermediate - Level II				
1. ESL taught in a two-period block	50	2.8	40	2.6
2. Intermediate reading class with introduction to PAIR and SHARP skills	46	2.8	35	2.6
3. Introduction to American heritage in the primary language	44	2.3	34	1.8
4. Math or health (as necessary for graduation)	49	2.7	31	2.7
5. Physical education - mainstream class	49	3.0	38	3.0
Advanced - Levels III and IV				
1. ESL - one period	46	2.8	37	2.9
2. PAIR and SHARP reading skills if not already passed	46	2.5	35	2.8
3. Regular classes with assistance	46	2.8	33	2.7

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
D. Individual Learning Program				
1. ESL	14	2.7	20	2.7
2. Math with primary language support	13	2.6	20	2.7
3. Social studies, health, or science	12	1.7	20	2.3
E. Supplemental Education Program				
1. Oral English	35	2.7	33	2.1
2. Reading and writing in English	38	2.9	33	2.4
3. Mathematics	37	2.9	33	2.4
V. TRANSITION CRITERIA				
A. The school is implementing procedures for students eligible for transition from the bilingual/bicultural program to an ESL program according to prescribed procedures:				
1. Recommendation by communication skills and math teachers	31	2.3	10	2.0
2. Passing score on TOPS in reading and math	30	2.6	10	1.9
3. Recommendation by local administrator after consultation with staff and parent	29	2.3	9	2.2

Table 2, continued

Points of Implementation for Lau	Junior High No. of Raters^a	Junior High Median Rating^b	Senior High No. of Raters^a	Senior High Median Rating^b
B. The school is implementing procedures for students to advance from one ESL level to another according to prescribed procedures:				
1. Passing score on the district-developed final examination for each level;	33	2.7	39	2.4
OR				
2. Average passing score district-developed proficiency tests for each level	50	2.6	38	2.2
VI. STAFF DEVELOPMENT				
A. Orientation to the District's Lau Plan was provided for the following personnel.				
1. Certificated	45	2.7	48	1.9
2. Classified:				
a. Office staff	42	2.1	44	1.3
b. Instructional aides	48	2.4	45	1.4
B. Staff development was provided or is planned for all certificated and all classified personnel involved in the ESL or bilingual programs.				
1. Staff development was based on a local needs assessment.	52	2.4	46	1.6

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
2. The local school staff development program was designed to assist certificated personnel to:				
a. Improve instructional skills	50	2.3	48	2.0
b. Improve human development skills	48	2.5	44	1.5
c. Use curricular a and instructional materials appropriate to the needs of Lau pupils	48	2.5	43	1.7
d. Improve learning conditions by working on relationships among:				
(1) Pupils	48	2.6	44	1.5
(2) School personnel	48	2.5	44	1.5
(3) Parents and community members	47	2.5	44	1.5
3. The local school staff development program was designed to assist classified personnel to:				
a. Improve instructional skills	44	2.4	43	1.4
b. Improve human development skills	45	2.1	41	1.4
c. Use curricular and instructional materials appropriate to the needs of Lau pupils	45	2.2	41	1.5

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
d. Improve learning conditions by working on relationships among:				
(1) Pupils	47	2.3	40	1.7
(2) School personnel	43	2.1	40	1.4
(3) Parents and community members	44	2.1	40	1.7
VIII. COMMUNITY INVOLVEMENT				
A. If the school has 20 or more NES/LES students, it has established a Bilingual Education Committee according to following guidelines:				
1. The percentage of NES/LES students is at least the same as the percentage of NES/LES students in the school but not less than 50%.	40	2.5	41	1.6
2. Parents representing all language groups in the school were invited to participate in the Bilingual Education Committee.	42	2.7	42	2.2
3. Meetings are conducted in the primary language(s) of the committee members as well as in English.	46	2.5	41	1.4

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
4. Responsibilities of the Bilingual Education Committee are consistent with written guidelines in the Lau Plan.	42	2.1	41	1.4
B. School communications adhere to the following guidelines:				
1. Written and oral communications are provided in the primary languages of any language group represented by 15% or more of the total school population.	30	2.8	31	2.7
2. The school uses appropriate methods to facilitate effective communication with all other students whose primary language is other than English.	49	2.6	40	2.6
C. The school has informed parents or guardians of NES/LES students about the bilingual program designed for their children according to the following guidelines:				
1. Parents has been notified that student is to be placed in a bilingual/bicultural program (junior high only).	37	2.2	11	1.7

Table 2, continued

Points of Implementation for Lau	Junior High		Senior High	
	No. of Raters[a]	Median Rating[b]	No. of Raters[a]	Median Rating[b]
2. Parents have been consulted in the development of individual learning plans.	28	1.8	18	1.5

[a] Number of respondents on which the median was calculated. This number varies from point to point since a few did not respond to some points and others thought a given point was not applicable.

[b] Scale used: 1 = not yet implementing, 2 = working toward implementation, 3 = implementing. Any rating of 2.5 or higher can be rounded to 3.0, for practical purposes. Lower mid values can be similarly rounded.

Table 3

BINLs Submitted for Scoring, by Administrative Area, K-12

Area	Test Category				Total
	New	Re-test	Transition	Primary	
1	5,784	175	1,389	2,673	10,021
2	16,315	166	2,466	6,551	25,498
3	6,123	51	716	1,823	8,713
4	3,678	89	802	1,258	5,827
5	18,827	168	3,152	6,999	29,146
6	14,134	163	3,147	7,093	24,537
7	10,833	92	2,322	2,310	15,557
8	8,843	52	2,407	3,069	14,171
9	3,770	20	970	1,193	5,557
10	3,626	60	503	272	4,461
Special Educ. Schools	72		1	1	74
Total	91,825	1,036	17,875	33,242	143,958

Note. Based on BINL Processing Center records, 1979-80.

Table 4

Distribution and Return Rate for Summary Forms

Schools	Form #	n Sent	n Returned	% Returned
Elementary	1348, 1349	427	421	99%
Junior high	1344, 1345, 1347	75	73	97
Senior high	1344, 1345, 1346	49	45	92
Continuation	1344, 1345, 1346	42	31	74
Opportunity	1344, 1345, 1346	7	6	86
Elementary magnet, mid-site, and alternative	1348, 1349	45	39	87
Junior high magnet	1344, 1345, 1347	19	8	42
Junior high midsite	1344, 1345, 1347	8	5	63
Special education	1351, 1352	23	21	91
Elementary with special day classes	1351	86	57	66
Elementary with special day classes	1352	217	146	67
Secondary with special day classes	1351	22	20	91
Secondary with special day classes	1352	113	75	66

Note. Based on project records, summer 1980. Accompanying each set of forms was an appropriate checklist to be signed by the principal and returned with the completed summary forms.

Table 5

Primary Languages of Elementary Pupils in BIIPs

Language	Area 1	2	3	4	5	6	7	8	9	10	Total
Afghan						1		1		2	4
Afrikaans								1			1
Albanian		5									5
American Indian Languages:											
Apache					2						2
Choctaw							3				3
Cree		5					3				8
Hopi							1				1
Navajo	2	1				1	1				5
Other American Indian		1		4				1			6
Amharic		1					2				3
Arabic	6	4	6	33	44		19	51	10	5	178
Armenian	1		1	9	62		386	33	10	12	514

Table 5, continued

Language	Area										Total
	1	2	3	4	5	6	7	8	9	10	
Assyrian					1		18	8	8	2	37
Bulgarian					5	1	1			3	10
Burmese					5	1	3				9
Ceylonese					1						1
Chinese Languages:											
Cantonese	26	11	27	27	105	202	298	64	11	17	788
Mandarin	18		1	4	30	2	36	10	3	25	129
Toishanese		5			1		8				14
Other Chinese	5	5	2	5	24	1	44	14	4	9	113
Creole					1						1
Croatian	14							1		1	16
Czech					2						2
Danish					2			1			3
Dutch	1			9	2		3	1		1	17
Estonian				1							1
Farsi (Persian)	1		5	98	48		26	36	55	57	326

Table 5, continued

Language	Area										Total
	1	2	3	4	5	6	7	8	9	10	
Fijian							1				1
Finnish	1							1	2		4
French		6	2	12	12		3	12	2	2	51
German	1	1	3	6	6		1	4	2	3	27
Greek		7	1	2	6		1	5	2		24
Guamanian					1						1
Gujarati	3	5			2	1	3	3		3	20
Hebrew				26	35		7	36	12	24	140
Hindi	4	2	3	4	5		3	4	4	8	37
Hungarian		1		2	4		2	6	2	1	18
Ibo					1						1
Icelandic			1		2						3
Indonesian	2							3	8	3	16
Italian	14		2	3	5		6	13	5	2	50
Japanese	85		11	78	38	7	39	33	6	26	323
Javanese				2	1		1	1		1	6

Table 5, continued

Language	Area 1	2	3	4	5	6	7	8	9	10	Total
Khmer (Cambodia)	4				11	20	19			2	56
Korean	164	13	5	59	307	8	171	154	55	87	1,023
Kurdish									1		1
Lao	23				27		17	6		2	75
Latvian				2	1						3
Lithuanian							2				2
Malay				3	7		4			1	15
Melanesian					1						1
Nepali					1						1
Norwegian							1	1			2
Panjabi				1			2	2	4	1	10
Phillipine Languages:											
Ilocano	9	6		1	4		7	2	1		30
Pilipino (Tagalog)	109	3	4	11	147	10	132	67	9	9	501
Other Phillipine	3	1		1	3		4	5		2	19

Table 5, continued

Language	Area										Total
	1	2	3	4	5	6	7	8	9	10	
Polish			1	1	3		2	1		2	10
Portuguese	2			6	1		1	6	3		19
Romanian		12			5		4	5	1		27
Romany					2		2				4
Russian		2		2	163		12	9	1	3	192
Samoan	69	7	1		7			2			86
Serbian					2		1				3
Serbo-Croatian	7							2			9
Sinhalese					1		2			1	4
Slovak		3			2					1	6
Spanish	970	1,995	605	539	1,153	1,579	2,158	1,340	578	607	11,524
Swahili			1	1	3						5
Swedish				1	1		1				3
Taiwanese	1		1	4	2		1	7		6	22
Thai		1	1	3	33		19	29	2	8	96
Tongan				2			1	1			4

Table 5, continued

Language	1	2	3	4	5	6	7	8	9	10	Total
Turkish					2	1	1	2	1	5	12
Ukranian							1				1
Urdu	4			2	1		4	3	1	2	17
Vietnamese	39	11	4	16	279	81	181	76	27	37	751
Other Not Listed	10	5		2	9		10	8	5	2	51
Totals	1,598	2,119	688	982	2,631	1,916	3,679	2,071	835	985	17,504

Note. Based on Elementary Class Summaries for Lau Bilingual Individual Learning Programs (Form 1349), June 1980.

Table 6

Elementary NES/LES Pupils in BILPs, by Administrative Area

		NES/LES in BILPs:		NES/LES who met criteria for:	
Area	Total N	By parent request, n	Due to lack of 10 for class, n	Beginning English reading, n	Transition to English-only program, N
1	1,598	412	1,116	858	287
2	2,119	1,480	407	966	206
3	688	94	475	309	129
4	982	112	864	467	158
5	2,631	801	1,605	1,079	377
6	1,916	1,546	335	740	200
7	3,679	1,004	2,131	1,534	540
8	2,071	526	1,492	1,249	347
9	835	128	679	450	98
10	985	132	805	525	199
Total	17,504	6,235	9,909	8,177	2,541

Note. Based on Elementary Class Summaries for Lau Bilingual Individual Learning Programs (Form 1349), June 1980.

Table 7

Elementary NES/LES Pupils in BILPs, by Administrative Area and Major Languages

		NES/LES in BILPs due to:		NES/LES who met criteria for:		Total weekly hours of primary language support:		
Language[a] and Area	Total N	Parent request, n	Lack of 10 for class, n	Beginning English/ reading, n	Transition to English-only program, N	Biling. Aides & TAs	Adults volunteers	Student tutors
Armenian								
1	1		1	1				
3	1		1	1	1			
4	9		9	5	3			
5	62	2	60	20	5	21	14	64
7	386	99	120	129	6	289	24	172
8	33		32	21	3	50	18	21
9	10		10	6	2	2		6
10	12	1	12	10	3	1	4	4
Total	514	102	245	193	23	363	60	267
Cantonese								
1	26		26	10	4	1	2	61
2	11		4	2	1	4		15

Table 7, continued

Language[a] and Area	Total N	NES/LES in BILPs due to: Parent request, n	NES/LES in BILPs due to: Lack of 10 for class, n	NES/LES who met criteria for: Beginning English/ reading, n	NES/LES who met criteria for: Transition to English-only program, N	Total weekly hours of primary language support: Biling. Aides & TAs	Total weekly hours of primary language support: Adults volunteers	Total weekly hours of primary language support: Student tutors
Cantonese, cont.								
3	27		26	20	4	6	13	
4	27		25	15	7	22	8	8
5	105	18	88	56	15	112	9	41
6	298	18	272	87	57	312	16	79
7	202	46	141	47	14	175	8	39
8	64	2	59	43	5	1	5	12
9	11		11	8		2	1	6
10	17	1	16	11	3	4	1	5
Total	788	85	668	299	110	639	63	266
Farsi								
1	1		1	1				
3	5		5	3	1		10	

Table 7, continued

Language[a] and Area	Total N	NES/LES in BILPs due to: Parent request, n	NES/LES in BILPs due to: Lack of 10 for class, n	NES/LES who met criteria for: Beginning English/ reading, n	NES/LES who met criteria for: Transition to English-only program, N	Total weekly hours of primary language support: Biling. Aides & TAs	Total weekly hours of primary language support: Adults volunteers	Total weekly hours of primary language support: Student tutors
Farsi, cont.								
4	98		97	56	11	168	53	37
5	48		47	28	9	11	7	28
7	26		25	8	4	49	33	2
8	36	6	31	18	8	3		54
9	55		55	16	5	55	22	3
10	57	7	52	23	11	42	43	37
Total	326	13	313	153	49	328	168	161
Japanese								
1	85	25	60	34	18	138	55	130
3	12		11	7	5			
4	78	1	76	42	11	108	99	40

Table 7, continued

		NES/LES in BILPs due to:		NES/LES who met criteria for:		Total weekly hours of primary language support:		
Language[a] and Area	Total N	Parent request, n	Lack of 10 for class, n	Beginning English/ reading, n	Transition to English-only program, N	Biling. Aides & TAs	Adults volunteers	Student tutors
Japanese, cont.								
5	38	2	36	18	4	29	8	20
6	7	1	6	4	1	33		
7	39	1	37	21	11	54	9	21
8	33		33	20	13	4	5	23
9	6		6	4	3	3		1
10	26		25	13	4	15	4	6
Total	323	30	290	163	70	384	180	241
Korean								
1	164	1	155	81	27	54	15	225
2	13	1	11	6	1	2		9
3	5		5	1	4	5	2	

Table 7, continued

Language[a] and Area	Total N	NES/LES in BILPs due to: Parent request, n	NES/LES in BILPs due to: Lack of 10 for class, n	NES/LES who met criteria for: Beginning English/ reading, n	NES/LES who met criteria for: Transition to English-only program, N	Total weekly hours of primary language support: Biling. Aides & TAs	Total weekly hours of primary language support: Adults volunteers	Total weekly hours of primary language support: Student tutors
Korean, cont.								
4	59	2	61	27	12	41	10	39
5	307	56	212	192	61	335	50	71
6	8	2	6	4	1			
7	171	2	157	97	26	176	11	78
8	154	4	152	107	25	57	5	108
9	55	3	53	33	14	22	7	73
10	87	4	87	43	21	33	9	61
Total	1.023	75	899	591	192	725	109	664
Pilipino								
1	109		104	59	42	179	16	58
2	3		3	3		4		

Table 7, continued

Language[a] and Area	Total N	NES/LES in BILPs due to: Parent request, n	NES/LES in BILPs due to: Lack of 10 for class, n	NES/LES who met criteria for: Beginning English/ reading, n	NES/LES who met criteria for: Transition to English-only program, N	Total weekly hours of primary language support: Biling. Aides & TAs	Total weekly hours of primary language support: Adults volunteers	Total weekly hours of primary language support: Student tutors
Pilipino, cont.								
3	4		4	3	2		1	
4	11		11	6	5	[illegible]	5	9
5	147	5	141	61	34	50	47	88
6	10	1	9	9				25
7	132	8	123	71	27	75	8	68
8	67	1	67	43	15	20	24	27
9	9	1	7	4	4		2	5
10	9		9	6	1			10
Total	501	16	478	265	130	333	103	290
Russian								
2	2		2	2				2
4	2		2	2				4

Table 7, continued

		NES/LES in BILPs due to:		NES/LES who met criteria for:		Total weekly hours of primary language support:		
Language[a] and Area	Total N	Parent request, n	Lack of 10 for class, n	Beginning English/ reading, n	Transition to English-only program, N	Biling. Aides & TAs	Adults volunteers	Student tutors
Russian, cont.								
5	163	44	111	52	5	154	28	70
7	12		12	3		5	1	9
8	9		9	3	4	2		3
9	1		1	1		2		
10	3		3	2				
Total	192	44	140	65	9	163	29	88
Spanish								
1	970	382	538	546	147	2,217	161	893
2	1,995	1,468	310	904	200	5,366	247	608
3	605	94	393	263	92	1,281	216	275
4	539	109	424	227	62	1,243	164	478

Table 7, continued

Language[a] and Area	Total N	NES/LES in BILPs due to: Parent request, n	NES/LES in BILPs due to: Lack of 10 for class, n	NES/LES who met criteria for: Beginning English/ reading, n	NES/LES who met criteria for: Transition to English-only program, N	Total weekly hours of primary language support: Biling. Aides & TAs	Total weekly hours of primary language support: Adults volunteers	Total weekly hours of primary language support: Student tutors
Spanish, cont.								
5	1,153	638	337	433	184	2,010	200	525
6	1,579	1,477	83	663	166	5,635	376	346
7	2,158	862	947	944	363	3,520	155	587
8	1,340	507	779	796	236	2,972	203	570
9	576	123	428	318	47	1,172	266	432
10	607	117	440	328	125	1,481	147	410
Total	11,524	5,777	4,679	5,422	1,622	26,897	2,135	5,124
Vietnamese								
1	39		39	14	6	17	6	22
2	11		10	4		30		13
3	4		3	2	2	5	1	

Table 7, continued

		NES/LES in BILPs due to:		NES/LES who met criteria for:		Total weekly hours of primary language support:		
Language[a] and Area	Total N	Parent request, n	Lack of 10 for class, n	Beginning English/ reading, n	Transition to English-only program, N	Biling. Aides & TAs	Adults volunteers	Student tutors
Vietnamese, cont.								
4	16		15	9	6	5	1	12
5	279	10	265	90	17	158	10	66
6	81	17	63	11	14	61	3	3
7	181	6	169	75	18	116	13	131
8	76		76	51	4	98	22	77
9	27	1	26	9	4	23	1	32
10	37	1	35	19	4	21	7	8
Total	751	35	701	284	75	534	64	364

Note. Based on Elementary Class Summaries for Lau Bilingual Individual Learning Programs (Form 1349), June 1980.

Table 8

Elementary NES/LES Pupils with BILPs in Integration and Other Programs, by Administrative Area

Area	Program					Total
	PWT[a]	Pair, Cluster	Mid-site	Magnet, Alternative	Other	
1	2	50		7	22	81
2	8			7	4	19
3		7		29	9	45
4	8	54	11	46	9	128
5	46	36		2	97	181
6		21		6	25	52
7	10	81			57	148
8	89	193	60	11	56	409
9	69	135		46	32	282
10	72	189		1	104	366
Total	304	766	71	155	415	1,711

Note. Based on Elementary Class Summaries for Lau Bilingual Individual Learning Programs (Form 1346), June 1980.

[a] Permit With Transportation.

Table 9

Elementary Bilingual Programs (not BILPs), by Organization Models and Administrative Area

Area	Organizational Model[a]					Total Classes
	1	2	3	4	5	
1	107	11	133	12	19	282
2	542	40	140	57	131	910
3	211	14	34	11	45	315
4	63	16	34	8	4	125
5	436	27	135	58	14	670
6	499	61	159	61	93	873
7	171	39	26	18	16	270
8	219	13	91	8	13	344
9	100	7	30	13		150
10	38	3	17	1	10	69
Total	2,386	231	799	247	345	4,008

Note. Based on Elementary Class Summaries (Form 1348, item A), June 1980.

[a] Codes for Lau organizational models: 1 = self-contained, single grade; 2 = self-contained, combination grades; 3 = team-teaching, single grade; 4 = team-teaching, combination grade; 5 = itinerant-teacher

Table 10

Number of Elementary NES/LES Pupils Participating in Bilingual Programs (not BILPs), by Grade and Administrative Area

Area	Grade							Total
	K	1	2	3	4	5	6	
1	910	876	518	354	342	240	189	3,429
2	2,997	2,414	1,577	1,153	1,246	780	737	10,904
3	1,124	918	675	446	439	350	261	4,213
4	365	366	207	173	168	110	88	1,477
5	2,278	2,186	1,590	1,409	1,128	1,092	935	10,618
6	2,677	2,617	1,543	1,074	1,355	982	758	11,006
7	941	876	540	363	447	282	176	3,625
8	1,304	1,011	591	427	467	301	220	4,321
9	358	324	209	162	184	268	225	1,730
10	119	123	72	58	115	68	102	657
Total	13,073	11,711	7,522	5,619	5,891	4,473	3,691	51,980

Note. Based on Elementary Class Summaries (Form 1348, item B-1), June 1980.

Table 11

Major Primary Languages of Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area

	Area										
Language[a]	1	2	3	4	5	6	7	8	9	10	Total
Armenian					45		59				104
Cantonese					124	587	10				721
Japanese	69										69
Korean					502	150			7		659
Pilipino (Tagalog)	22				61						83
Spanish	3,184	10,829	4,197	1,477	9,797	10,384	3,542	4,300	1,723	657	50,090
Total	3,275	10,829	4,197	1,477	10,529	11,121	3,611	4,300	1,730	657	51,726

Note. Based on Elementary Class Summaries (Form 1348, item B-2), June 1980.

[a] Includes 99% of NES/LES pupils in bilingual programs.

Table 12

Primary Language Proficiency Levels of Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area

Area	Primary Language Proficiency Levels					Primary Lang. Total
	NES/LES Total	Non-Speaker	Limited Speaker	Functional Speaker	Proficient Speaker	
1	3,429	60	208	181	243	692
2	10,904	519	1,110	983	829	3,441
3	4,213	405	326	353	276	1,360
4	1,477	314	227	147	209	897
5	10,618	578	1,399	1,104	1,157	4,238
6	11,006	727	935	1,185	1,253	4,100
7	3,625	307	513	514	450	1,784
8	4,321	161	570	443	419	1,593
9	1,730	142	324	169	166	801
10	657	9	26	7	6	48
Total	51,980	3,222	5,638	5,086	5,008	18,954

Note. Based on Elementary Class Summaries (Form 1348, item B-3), June 1980.

Table 13

Progress Information for Elementary NES/LES Pupils in Bilingual Programs (not BILPs), by Administrative Area

	NES/LES	NES/LES who met criteria for:	
Area	Total N	Beginning English/ reading, n	Transition to English-only program, N
1	3,429	875	350
2	10,904	1,054	579
3	4,213	576	154
4	1,477	330	101
5	10,618	2,032	692
6	11,006	2,041	904
7	3,625	714	168
8	4,321	913	237
9	1,730	469	130
10	657	241	72
Total	51,980	10,245	3,387

Note. Based on Elementary Class Summaries, (Form 1348, items B-4 and B-5), June 1980.

Table 14

Teachers, Bilingual Aides, and TAs Assigned to Elementary Bilingual Programs (not BILPs), by Lau Classification and Administrative Area

Area	Lau Teacher Classification[a] 1	2	3.1	3.2	4	5	Total	No. of 3-Hour Bilingual Aides and TAs[b]
1	84	20	25	76	33	39	277	256
2	141	100	168	176	248	72	905	869
3	29	26	58	124	64	10	311	222
4	16	21	26	15	36	10	124	109
5	110	86	151	122	167	20	656	562
6	252	140	102	79	213	76	862	1,057
7	51	38	36	75	53	15	268	258
8	75	43	75	47	58	39	337	425
9	27	23	20	32	41	3	146	160
10	12	18	8		25	4	67	58
Un-marked							55	
Total	797	515	669	746	938	288	4,108	3,976

Note. Based on Elementary Class Summaries (Form 1348, item C-1 and C-2), June 1980.

[a] Class 1 and 2 are bilingual teachers. (See Form 1348, page 3 for descriptions of Lau teacher classification.)

[b] Obtained by dividing total number of daily hours by 3 hours.

Table 15

Elementary NES/LES Pupils in Bilingual Programs (not BILPs), in Integration and Other Programs, by Administrative Area

	Program					
Area	PWT[a]	Pair, Cluster	Mid-site	Magnet, Alternative	Other	Total
1	7	24			4	35
2	33	20			31	84
3	4			8	76	88
4		33			2	35
5	35	28	1	5	52	121
6	36	12	1	5	45	99
7	13	103		1	32	149
8	61	238	36		6	341
9	4	388		1	103	496
10	86	156			13	255
Total	279	1,002	38	20	364	1,703

Note. Based on Elementary Class Summaries (Form 1348), item B-7), June 1980.

[a] Permit with Transportation.

Table 16

Number of NES/LES Secondary Students, by Administrative Area

Area	Junior High	Senior High	Total
1	743	627	1,370
2	2,321	1,894	4,215
3	1,214	240	1,454
4	540	196	736
5	3,474	3,179	6,653
6	2,706	2,855	5,561
7	2,040	681	2,721
8	1,258	1,408	2,666
9	526	500	1,026
10	931	231	1,162
Total	15,753	11,811	27,564

Note. Based on Secondary School Summaries (Form 1344, item I), June 1980.

Table 17

Identified NES/LES Students by Program and Administrative Area

Area	Bilingual/ Bicultural	ESL	BILP
1	85	1,030	175
2	83	2,309	1,171
3	33	566	75
4	9	665	209
5	765	5,103	1,812
6	151	2,273	475
7	165	2,379	25
8	272	1,709	498
9	50	842	64
10	11	782	126
Total	1,624	17,658	4,630

Note. Based on Secondary School Summaries (form 1344, item 4), June 1980.

Table 18

Major Languages of NES/LES Students in Junior High Schools, by Administrative Area

Language[a]	Area 1	2	3	4	5	6	7	8	9	10	Unidentified	Total
Armenian				1	284		32	27	2	3	1	350
Cantonese	3	2	2	8	12	9	294	31	2			363
Estonian					120							120
Korean	46	8	1	41	277	2	46	63	18	20	4	526
Mandarin	1			2	12		49	27	5	9	10	115
Persian (Farsi)			1	14	23	3	1	48	18	43	6	157
Spanish	576	1,670	865	404	2,006	1,193	1,001	849	467	450	103	9,584
Vietnamese	11	4	4	23	141	13	89	67	17	17	16	402
Total	637	1,684	873	493	2,875	1,220	1,512	1,112	529	542	140	11,617

Note. Based on Secondary School Summaries (Form 1347), June 1980.

[a] Includes 94% of NES/LES students in junior high schools.

Table 19

Major Languages of NES/LES Students in Senior High Schools, by Administrative Area

Language[a]	Area										Total
	1	2	3	4	5	6	7	8	9	10	
Armenian					262		72	10	3		347
Cantonese	11				170	137	93	6	13	3	433
Korean	16	1		5	219		35	26	19	12	333
Persian (Farsi)				20	20		1	19	45	11	116
Pilipino (Tagalog)	10				17	1	35	5	1	5	74
Spanish	253	706	179	124	1,475	947	353	644	182	79	4,942
Thai	1	1		1	47		6	6	4	3	69
Vietnamese	30	10		8	264	13	68	48	12	23	476
Total	321	718	179	158	2,474	1,098	663	764	279	136	6,790

Note. Based on Secondary School Summaries (Form 1346), June 1980.

[a] Includes 94% of NES/LES students in senior high schools.

Table 20

Summary of NES/LES Students by ESL Class Levels and Area (Junior High)

Area	Beginning	Intermediate	Advanced A	Advanced B	Total
1	365	190	119	57	731
2	835	629	98	134	1,696
3	535	205	107	36	883
4	209	222	119	28	578
5	1,851	827	328	106	3,112
6	588	422	222	0	1,232
7	996	377	116	105	1,594
8	457	333	261	157	1,208
9	265	179	78	29	551
10	222	211	86	59	578
No Code[a]	56	60	41	0	157
Total	6,379	3,655	1,575	711	12,320

Note. Based on Secondary School Summaries (Form 1347), June 1980.

[a] Area not coded.

Table 21

Summary of NES/LES Students by ESL Class Levels and Area (Senior High)

Area	Level I	Level II	Level III	Level IV	Total
1	86	108	57	97	348
2	234	206	176	112	728
3	95	36	23	25	179
4	30	47	46	61	184
5	817	734	592	500	2,643
6	265	365	236	244	1,110
7	223	183	202	113	721
8	207	227	218	185	837
9	41	65	83	122	311
10	39	37	54	29	159
Total	2,037	2,008	1,687	1,488	7,220

Note. Based on Secondary School Summaries (Form 1346), June 1980.

Table 22

ESL Program Classes Offered, Based on School Master Schedule

Area	Introduction to English Reading	Intermediate Reading	Reading Skills	Math	Orientation & Guidance	U.S. History & Geography
1	18	11	5	22	5	8
2	30	27	27	64	24	23
3	11	7	2	28	7	6
4	24	9	11	28	17	11
5	67	61	50	103	36	45
6	41	33	21	55	22	18
7	39	21	8	50	10	16
8	28	24	15	31	15	17
9	13	9	9	11	9	8
10	21	14	15	21	10	11
Total	292	216	163	413	155	163

Note. Based on Secondary School Summaries (Form 1344, item 7), June 1980.

Table 23

Bilingual Program Classes Offered, Based on School Master Schedule

Area	Primary Language Comm. Skills	Math	Orientation & Guidance	U.S. History & Geography
1	2	2	2	2
2	6	21	12	7
3	4	3	1	1
4	1	0	0	1
5	13	16	9	3
6	11	22	7	4
7	7	19	2	12
8	2	5	1	1
9	2	5	4	2
10	1	1	1	1
Total	49	94	39	34

Note. Based on Secondary School Summaries (Form 1344, item 6), June 1980.

Table 24

ESL Teachers Assigned to ESL Programs

Area	Introduction to English Reading	Intermediate Reading	Reading Skills	Math	Orientation & Guidance	U.S. History & Geography
1	10	4	4	0	4	0
2	24	23	18	0	12	0
3	9	7	2	0	6	0
4	21	6	9	0	2	0
5	49	49	40	0	16	0
6	26	20	10	0	5	0
7	25	10	8	0	6	0
8	12	15	9	0	7	0
9	6	7	7	0	2	0
10	19	7	4	0	5	0
Total	201	148	111	0	65	0

Note. Based on Secondary School Summaries (Form 1344, item 7), June 1980.

Table 25

Bilingual Teachers Assigned to ESL Programs

Area	Introduction to English Reading	Intermediate Reading	Reading Skills	Math	Orientation & Guidance	U.S. History & Geography
1	11	5	1	14	1	3
2	18	12	8	38	20	18
3	6	2	1	0	4	3
4	4	2	4	8	0	3
5	17	6	7	24	16	25
6	24	14	8	40	18	12
7	17	14	4	38	7	13
8	12	15	6	10	16	11
9	11	5	6	11	7	6
10	5	4	7	4	3	1
Total	125	79	52	187	92	95

Note. Based on Secondary School Summaries (Form 1344, item 7), June 1980.

Table 26

Bilingual Teachers Assigned to Bilingual Programs

Area	Primary Language Comm. Skills	Math	Orientation & Guidance	U.S. History & Geography
1	2	2	2	2
2	5	19	11	7
3	4	1	1	0
4	1	0	0	1
5	12	13	6	1
6	7	9	3	3
7	7	19	2	12
8	1	0	0	0
9	2	5	4	2
10	1	1	1	1
Total	42	69	30	29

Note. Based on Secondary Summaries (Form 1344, item 6), June 1980.

Table 27

Background and Training of Secondary ESL Teachers
(Junior and Senior High)

	English Major/Minor		ESL Methods	
Area	Yes	No	Yes	No
1	32	22	31	23
2	50	28	55	23
3	28	9	32	5
4	24	10	21	13
5	143	41	133	51
6	49	28	64	13
7	40	32	48	24
8	46	28	58	16
9	28	9	34	3
10	20	15	27	8
Total	460	222	503	179

Note. Based on Secondary School Summaries (Form 1345), June 1980.

Table 28

Bilingual Aides and Tutors Assigned to ESL Program Classes

	Introduction to English Reading		Intermediate Reading		Reading Skills		Math		Orientation & Guidance		U.S. History & Geography	
Area	Aide	Tutor	Aide	Tutor	Aide	Tutor	Aide	Tutor	Aide	Tutor	Aide	Tutor
1	18	4	8	0	2	1	15	5	4	2	5	0
2	18	0	16	1	17	1	35	3	13	1	6	3
3	7	0	2	0	1	0	21	0	5	0	2	0
4	20	3	6	0	0	1	30	5	15	0	5	0
5	28	21	15	11	15	2	109	5	54	4	43	4
6	23	7	21	4	15	3	35	1	13	0	12	3
7	18	0	9	0	5	2	32	1	3	1	5	0
8	16	1	8	1	5	3	18	5	5	2	5	5
9	9	1	4	1	7	1	4	5	9	1	3	1
10	15	3	4	2	6	3	11	2	5	3	1	0
Total	172	40	93	20	73	17	310	32	126	14	87	16

Note. Based on Secondary School Summaries (Form 1344, item 7), June 1980. "Total aides" divided by 3 hours = estimated actual number of aides.

Table 29

Bilingual Aides and Tutors Assigned to Bilingual Program Classes

	Primary Language Comm. Skills		Math		Orientation & Guidance		U.S. History Geography	
Area	Aides	Tutors	Aides	Tutors	Aides	Tutors	Aides	Tutors
1	2	0	2	2	2	0	2	0
2	5	0	10	2	2	1	1	0
3	3	0	1	1	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	10	0	6	0	1	0
6	7	1	7	0	4	0	3	0
7	6	0	14	1	1	0	5	0
8	1	0	6	0	0	0	0	0
9	1	0	3	0	4	0	1	0
10	1	0	1	0	0	0	1	0
Total	26	1	54	6	19	1	14	0

Note. Based on Secondary School Summaries (Form 1344, item 6), June 1980. "Total aides" divided by 3 hours = estimated actual number of aides.

Table 30

ESL Aide and Tutor Periods Per Week, by Administrative Area

Area	Aide Periods	Tutor Periods
1	512	192
2	1,087	94
3	380	145
4	237	52
5	1,075	250
6	988	132
7	954	47
8	632	167
9	316	64
10	430	55
Total	6,611	1,198

Note. Based on Secondary School Summaries (Form 1344, item 10), June 1980.

Table 31

Students Meeting Transition Criteria

Area	Bilingual to ESL	ESL to Regular
1	0	203
2	85	260
3	44	78
4	4	149
5	98	565
6	74	318
7	101	159
8	123	466
9	7	298
10	4	175
Total	540	2,671

Note. Based on Secondary School Summaries (Form 1344, item 8), June 1980

Table 32

Español, Level C, CTBS Testing Results for NES/LES Students (Junior High only)

Area	No. of Students Passing[a]	No. of Students not Passing[b]
1	181	27
2	839	112
3	106	32
4	104	21
5	961	283
6	375	89
7	393	105
8	474	96
9	215	81
10	124	12
Total	3,772	858

Note. Based on Secondary School Summaries (Form 1344, item 2), June 1980. Level C was used throughout the year as a screening test of literacy for junior high school students whose primary language is Spanish and the results helped in program placement.

[a] Students receiving a passing score were placed in an ESL program.

[b] Students not receiving a passing score were placed in a bilingual/bicultural program.

Table 33

Parent-Student Consultations

Area	No. of Parents Informed of BILP Placement	No. of Student Withdrawals by Parents	No. of Students Whose Parents Were Consulted on BILPs
1	149	2	328
2	454	1	84
3	209	1	191
4	13	0	130
5	922	11	733
6	513	1	362
7	704	1	215
8	425	10	1,192
9	137	6	72
10	273	4	518
Total	3,799	37	3,825

Note. Based on Secondary School Summaries (Form 1344, item 2), June 1980.

Table 34

NES/LES Students from Other Attendance Areas, Participating in Integration Program

Area	Educational Options	PWT	Magnet/ Alternative	Pair/ Cluster	Midsite	Other
1	0	0	0	0	0	1
2	0	4	0	0	0	68
3	0	3	0	0	0	0
4	1	24	0	0	44	0
5	0	2	0	0	0	78
6	10	0	24	17	0	66
7	1	137	0	0	0	21
8	0	174	6	2	34	10
9	0	68	4	97	0	10
10	2	67	6	417	0	3
Total	14	479	40	533	78	257

Note. Based on Secondary School Summaries (Form 1344, item 9), June 1980. "*Other*" include students on opportunity transfer and interdistrict permits.

Table 35

Special Education Lau Students Identified by Parent Interview, by Type of School, Handicap and Language

Type of School and Handicap	Language							Total
	Armenian	Cantonese	Japanese	Korean	Spanish	Pilipino	Other	
Spec. Ed. Schools								
TMR	4	4		6	305	11	23	353
Autistic		3	2		14	1	3	23
Aphasic					2			2
Hearing Impaired		2		3	102	1	4	112
MH			3		129	4	4	140
DCH	1		1	1	135		4	142
Other		1		1	41	1	4	48
Total	5	10	6	11	728	18	42	820
Elementary Schools								
Autistic					5	1		6
Aphasic					141		1	142
Hearing Impaired		1		2	89		10	102
MH					1			1
Total	0	1	0	2	236	1	11	251

Table 35, continued

Type of School and Handicap	Language							Total
	Armenian	Cantonese	Japanese	Korean	Spanish	Pilipino	Other	
Secondary Schools								
TMR					1			1
Aphasic					14		1	15
Hearing Impaired			1		7		1	9
MH					1		1	2
Other					1			1
Total			1		24		3	28

Note. Based on Special Education Class Summaries (Form 1351, items A and B-2), June 1980

Table 36

Special Education Lau Students Identified by Parent Interview, by Type of School, Handicap and Degree of English Fluency

Type of School and Handicap	Primary Language Spoken with:			Total
	No English	Some English	English Interchangeably	
Spec. Ed. Schools				
TMR	116	148	82	346
Autistic	10	6	8	24
Aphasic	1	0	1	2
Hearing Impaired	79	22	12	113
MH	28	33	18	79
DCH	78	48	16	142
Other	25	16	5	46
Total	337	273	142	752
Elementary Schools				
Autistic	2	1	3	6
Aphasic	31	55	66	162
Hearing Impaired	66	25	14	105
MH		1		1
Total	99	82	83	264

Table 36, continued

Type of School and Handicap	Primary Language Spoken with:			Total
	No English	Some English	English Interchangeably	
Secondary Schools				
TMR		1		1
Aphasic	2	8	5	15
Hearing Impaired		9		9
MH		1	1	2
Other			1	1
Total	2	19	7	28

Note. Based on Special Education Class Summaries (Form 1351, items A and B-1), June 1980.

Table 37

Special Education NES/LES Students Identified by BINL, by Language, Type of School and Handicap

Type of School and Handicap	Language							Total
	Armenian	Cantonese	Japanese	Korean	Spanish	Pilipino	Other	
Spec. Ed. Schools								
Unidentified					4			4
EH					5			5
OH/OHI		3		3	106		5	117
Visually Handicapped		1		1	40			42
Pregnant Minors					2			2
Other					23			23
Total		4		4	180		5	193
Elementary Schools								
Unidentified					1			1
EH		1		2	392	1	9	405
EMR	3	4	2	2	176	0	3	190
Other				1			1	2
Total	3	5	2	5	569	1	13	598

Table 37, continued

Type of School and Handicap	Language							Total
	Armenian	Cantonese	Japanese	Korean	Spanish	Pilipino	Other	
Secondary Schools								
EH			1		60		1	62
EMR		1			58	1	3	63
Visually Handicapped/blind					2			2
Other					8		1	9
Total		1	1		128	1	5	136

Note. Based on Specil Education Class Summaries (Form 1352, item B-4), June 1980. Identified by BINL as NES/LES; language, by HLS.

Table 38

IEP Description for Special Education NES/LES Students Identified by BINL, by Type of School and Handicap

Type of School and Handicap	IEP that includes:		Total
	ESL	Bilingual Program	
Spec. Ed. Schools			
EH	2		2
OH/OHI	31	63	94
Visually Handicapped		43	43
Pregnant Minors	2		2
Other	1		1
Total	36	106	142
Elementary Schools			
EH	158	30	188
EMR	140	5	145
Other	2		2
Total	300	35	335
Secondary Schools			
EH	10	8	18
EMR	7	1	8
Visually Handicapped	2	1	3
Other	2		2
Total	21	10	31

Note. Based on Special Education Class Summaries (Form 1352, item C-1), June 1980.

Table 39

Instructional Program Placement for NES/LES Students Identified by BINL, by Type of School and Handicap (Regular Schools Only)

Type of School and Handicap	Special Day Class	Other Classes			Total
	Bilingual and ESL	Bilingual and ESL	ESL	Bilingual Program	
Elementary Schools					
Unidentified			1		1
EH	64	10	94	4	172
EMR	35	4	92	1	132
Other	2				2
Total	101	14	187	5	307
Secondary Schools					
EH	14	1		4	19
EMR	17	2	5	1	25
Total	31	3	5	5	44

Note. Based on Special Education Class Summaries (Form 1351, item C-2), June 1980.

Table 40

Progress Information for Special Education Elementary NES/LES Pupils Identified by BINL, Type of school, and Handicap

Type of School and Handicap	NES/LES who met criteria for: Beginning English/ reading, N	NES/LES who met criteria for: Transition to English-only program, N
Spec. Ed. Schools		
Unidentified		
EH	1	1
OH/OHI	25	15
Visually Handicapped	2	1
Other	1	
Total	29	17
Elementary Schools		
Unidentified	1	1
EH	121	82
EMR	61	16
Other	1	
Total	184	99

Note. Based on Special Education Class Summaries (Form 1352, items B-2 and B-4), June 1980.

Table 41

ESL Information for Special Education Secondary NES/LES Students Identified by BINL, by Type of School and Handicap

Type of School and Handicap	ESL Level				Total
	I	II	III	IV	
Spec. Ed. Schools					
OH/OHI	5	8	3	1	17
Pregnant Minors	2				2
Total	7	8	3	1	19
Secondary Schools					
EH	12	6	2	1	21
EMR	25	3	1	2	31
Visually Handicapped	1				1
Other	2				2
Total	40	9	3	3	55

Note. Based on Special Education Class Summaries (Form 1352, item B-4), June 1980.

Table 42

Personnel Providing Primary Language for Special Education NES/LES Students Identified by BINL, by Type of School and Handicap

Type and School and Handicap	Unduplicated count of special education teachers:			Duplicated count of support personnel:			Other	Total
	A fluency	B fluency w/biling. aide	Monoling. w/biling. aide	Itinerant tchr.	Lab. aide	Primary lang. tchr.		
Spec. Ed. Schools								
Unidentified							1	1
EH							3	3
OH/OHI	5	1	18	16	5		6	51
Visually Handicapped				9				9
Pregnant Minors							1	1
Other							6	6
Total	5	1	18	25	5	0	17	71
Elementary Schools								
Unidentified							1	1
EH	2	2	31	1	2	11	39	88
EMR		2	11		2	2	12	29
Other							1	1
Total	2	4	42	1	4	13	53	119

Table 42, continued

Type and School and Handicap	Unduplicated count of special education teachers:			Duplicated count of support personnel:				
	A fluency	B fluency w/biling. aide	Monoling. w/biling. aide	Itinerant tchr.	Lab. aide	Primary lang. tchr.	Other	Total
Secondary Schools								
EH	2	1	10			2	3	18
EMR			4			1	5	10
Visually Handicapped							1	1
Total	2	1	14	0	0	3	9	29

Note. Based on Special Education Class Summaries (Form 1352, item C-3), June 1980.

Table 43

Number of Bilingual Teachers, by Level and Language

Language	Elementary Level		Junior High Level		Senior High Level		Total
	A	B	A	B	A	B	
Cantonese	35	13	9	3	6		66
Japanese	30	22	8	2	5	1	68
Korean	29	2	11		2		44
Pilipino (Tagalog)	43	11	6	6	3		69
Spanish	1,419	788	345	125	218	62	2,957
Serbo-Croation	2		2		1		5
Total	1,558	836	381	136	235	63	3,209

Note. Based on Report QR007R01, June 1980.

Table 44

Number of Education Aides, by Language

Language	Total
Arabic	1
Armenian	9
Cantonese	55
Japanese	23
Korean	40
Khmer	3
Laotian	3
Samoan	1
Spanish	2,998
Tagalog	16
Vietnamese	7
Total	3,156

Note. Based on district personnel records, June 1980.

Table 45

District Language Fluency Test Results for Current and Newly Recruited Staff

Language	Level A	Level B	Failed	Total
Armenian	11	9	0	20
Cantonese	1	5	2	8
Spanish	270	425	144	839
Total	282	439	146	867

Note. Based on Bilingual Staffing Unit records, July 1979 through January 1980.

Table 46

Lau Summary Data for Educational Option Schools

Category	Type of Schools			
	Opportunity	Continuation	Alternative	Tri-C
BINL tests submitted	11	83	0	0
Number of identified NES/LES students	6	100	2	0
Students in ESL program	0	14	0	0
Students on individual learning plans	6	71	2	0
ESL class aide hours per week	0	23	0	0
ESL class tutor hours per week	0	10	0	0

Note. Based on School Summaries, June 1980, and on BINL records for 1979-80.

Appendix B

Glossary of Special Terms

GLOSSARY OF SPECIAL TERMS

Aide.--A paraprofessional employee who assists a teacher in the classroom.

BEST (Basic Elementary-Secondary Test in reading and mathematics).--This is a screening achievement test written by specially-funded Research and Evaluation LAUSD staff. It may be used as a determinant of student eligibility for compensatory education programs or as one of the criterion measures for transition for elementary Lau pupils. It tests basic skills in both reading and mathematics; maximum testing time is 30 minutes for each section; it has seven levels, for Grades K through 12; it can be machine or hand scored; it can be given to one child or to a group; it correlates well with the CTBS; it is not a diagnostic test; and it is not standardized.

Bilingual/Bicultural Program.--This is a system of instruction which uses two languages, one of which is English, as a means of instruction. It builds upon and expands the existing language skills of each participating student, to enable the student to achieve competency in his or her primary language and in English. This instruction should include:

1. Daily instruction in English as a Second Language.
2. Language development in the student's primary language.
3. Reading in the student's primary language where appropriate.
4. Selected subjects taught in the student's primary language as is appropriate.
5. Development of an understanding of customs and values of the cultures associated with the languages being taught, as well as an understanding of the history and culture of California and the United States.

Bilingual/Biliterate Aide.--An aide fluent in reading and speaking both English and the primary language of the NES/LES pupils in a bilingual/bicultural program, and familiar with the cultural heritage of the NES/LES pupils assigned.

BILP (Bilingual Individual Learning Program).--The Lau Bilingual Individual Learning Program is provided wherever there are insufficient bilingual personnel or the parent requests withdrawal from a full bilingual/bicultural program. An individual program provides ESL instruction and support in the primary language for developing concepts in the content areas.

BINL (Basic Inventory of Natural Language).--Written by Charles M. Herbert, PhD, CHECpoint Systems, San Bernardino, California, 1977. The BINL is a standardized criterion-referenced system that assesses oral language dominance, fluency, complexity, and development or growth in one or more languages. It may be given individually or in small groups.

Certificated.--School district personnel who have the appropriate credentials to be teachers or administrators.

Classified.--School district personnel who work in non-teaching positions, e.g., the bilingual/biliterate aide.

Competency Test.--A criterion-referenced test designed to measure basic skills and/or life-experience skills.

Continuum.--A list of appropriate instructional steps consisting of various skill levels which include primary language and ESL levels.

Criteria for reading in English

1. Roman alphabet languages: passed Moreno Test with 80% mastery, and achieved basic reading comprehension in primary language.
2. Other than Roman alphabet languages: completed Level 1 of H200+ measured by Moreno Test and completed English readiness skills;

   OR

   reads in primary language and is competent in English reading readiness skills.
3. Individual learning plan: completed Level 1 of H200+ as measured by Moreno Test and possesses reading skills for English reading.

CTBS (Comprehensive Tests of Basic Skills).--Published by California Test Bureau, McGraw-Hill, the CTBS is a standardized group test of fundamental skills in reading, language, and mathematics (and selected other areas, such as social studies). So far, four English forms are available (Q, R, S, and T) and seven levels for Grades K through 12. The CTBS has been used widely in the district. A Spanish edition, the CTBS Español, is also available.

Curriculum Model.--This term refers to an appropriate Lau curriculum that reflects the unique linguistic and cultural characteristics of the student population it serves. Models are designed for students who speak Roman alphabet languages, who speak non-Roman alphabet languages, who have a Bilingual Learning Program, or who are classified as FES requiring supplemental education.

ESAA (Emergency School Aid Act).--Federal legislation enacted to assist school districts with desegregation/integration efforts.

ESL (English as a Second Language).--An intensive, structured program to learn English.

ESL Levels.--The junior high school ESL steps correspond to the senior high, as follows:

Junior High	Senior High
Beginning	Level I
Intermediate	Level II
Advanced A	Level III
Advanced B	Level IV

FES (Functional-English-Speaking).--Students whose oral English ability ranges from functional to complex, as determined by the BINL.

Fluency Levels.--For teachers:

A-level fluency requires sufficient fluency in a language to be able to use it as a medium of instruction in all parts of the curriculum.

B-level fluency requires sufficient knowledge of a language at a level which will serve to improve communication with speakers of the language.

HLS (Home Language Survey).--A survey completed by the parents or guardians of all students, K-12, to identify students from non-English backgrounds.

Language Delivery Systems.--A method of teaching to facilitate both language and concept development.

Language Proficiency.--Refers to the degree to which an individual demonstrates his linguistic competence in a language, regardless of how that language may have been acquired.

Lau Student Profiles (Elementary and Secondary).--Forms provided by the Bilingual-ESL Services Branch for schools to use to collect data for each NES/LES student on language assessment, achievement level, prescribed program, and transitional steps for regular school program placement.

LES (Limited-English-Speaking).--Students whose oral English ability ranges from partial to functional, as determined by BINL.

Magnet School.--A school designed for desegregation purposes to attract students on a voluntary basis.

Midsite School.--A school designed for desegregation purposes, and situated at a convenient location.

Monolingual Teacher.--A teacher who speaks only English.

National Origin Minority Children.--Students who come from a home where a language other than English is spoken.

NES (Non-English-Speaking).--Students whose oral English ability ranges from no English to partial English, as determined by BINL.

Organizational Models for Bilingual Programs.--The bilingual personnel in each organizational model are responsible for primary language development. There are five basic models:

1. Self-Contained-Single-Grade. This model is employed for 10 to 20 NES/LES students of the same language in the same grade.
2. Self-Contained-Combination-Grade. This model applies when the combination of NES/LES students of the same primary language in two consecutive grades is 20 or less.
3. Team-Teaching-Single-Grade. This model is employed where there are 21-40 NES/LES students of the same primary language in the same grade.
4. Team-Teaching-Combination-Grade. This model is used when there are 10-20 NES/LES students in each of two consecutive grades.
5. Itinerant Teacher Model. The Itinerant Teacher Model always requires a bilingual teacher who will work with NES/LES students within their regular classroom. The regular monolingual English-speaking teachers responsible for the education of NES/LES students being served under this model will be assisted by a bilingual/biliterate aide.

Primary Language.--The first language a child learned, or the language which is spoken in the child's home.

PES (Proficient-English-Speaking).--Students whose oral English ability equals or surpasses the level of complexity achieved by his English-speaking-only peers.

Special Education Classes.--Six major groups are Lau participants:

- EH: Educationally Handicapped
- EMR: Educable Mentally Retarded
- MH: Multihandicapped
- OH: Orthopedically Handicapped
- TMR: Trainable Mentally Retarded

Staff Development.--Preservice and inservice training for teachers, other professional staff, aides, and volunteers. Such training enables participants to provide specific support to the instructional program and to better understand and meet the needs of all children.

Teacher Class (elementary only).--

Class I:	teacher with bilingual certificate of competence or credential.
Class II:	bilingual teacher certificated as A or B level, on state waiver.
Class III:	monolingual English-speaking teacher, on state waiver.
Class IV:	monolingual English-speaking teacher, not on state waiver.
Class V:	monolingual teacher team teaching with Class I or Class II teacher.

Random Sample.--A selection of individuals so chosen that all had an equal chance to be selected, and the selection of one had no influence on the selection of any other. Example: drawing Bingo numbers from a bowl.

Transition Criteria (Elementary Only).--In order to move into an English-only instructional program, a pupil must meet all four of the following criteria:

1. be recommended by the teacher;
2. be identified as FES on the BINL;
3. have scored no lower than one standard deviation below the mean on a standardized test of reading and math; and
4. be recommended by the local administrator after consultation with staff and parents.

Waiver.--A form requested by the state requiring districts to identify teachers assigned to a bilingual program without a certificated of competency, a standard credential with a bilingual emphasis, or a bilingual specialist credential.

Appendix C

Memoranda, Bulletins, Forms, and Instructions

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Memorandum No. 5
September 20, 1979

SUBJECT: TESTING ELEMENTARY PUPILS WITH THE BASIC INVENTORY OF NATURAL LANGUAGE (BINL), 1979-1980.

I. Assessment Procedures for BINL English Proficiency Testing
II. Students To Be Assessed with the BINL in English
III. Pupils To Be Assessed with the BINL in Primary Language
IV. BINL Computer Printouts and Labels
V. Return of BINL Score Sheets

I. Assessment Procedures for BINL English Proficiency Testing

A. The BINL must be given by a certificated teacher who has been trained through:

- the trainer-of-trainer inservice, August 1978.
- an inservice provided at the local school by a teacher trained at the trainer-of-trainer inservice.
- an inservice provided by the area bilingual advisor.

B. There must be at least 10 language samples that best reflect the pupil's natural language to ensure a valid score for each pupil.

C. The student's responses are to be transcribed by the teacher from the recording tape to the BINL individual oral scores sheets (IOS). The tapes may be erased after transcription. Additional forms forms may be requested from the Bilingual/ESL Service Branch, 625-6743.

II. Students To Be Assessed with the BINL in English

A. New Enrollees

1. New pupils whose Home Language Survey indicated other than English as a response to one of the first three questions must be given the BINL.

2. Procedure for testing new enrollees:

- Obtain Home Language Survey.
- Place Home Language Survey in cumulative record folder.
- Administer the BINL in English to students indicating a Primary Language or Home Language other than English.
- Print pupil's language in the upper left corner of the test. (Example: HLS--Spanish)
- Complete pupil information grid in the upper right corner of the score sheet, except student number.
- Mark an "X" in the pretest box and write the date of test.
- Number each language sample from 1 through 10.
- Write the number of words in each language sample in Column C, headed "Fluency."

3. BINL score sheets for new enrollees must be grouped by grade and by teacher with a paper clip.

B. Transition Criteria

1. NES/LES pupils who are ready for transition to a program of English-only instruction must be given the BINL.

Transition Criteria	Lau Plan, page(s)
. Recommended by teacher	55-56
. Identified as FES on BINL	56
. Scored at or above the 16th percentile on a standarized test of reading and math	57
. Recommended by local administrator after consultation with parent and staff.	57

2. Procedure for testing pupils as part of transition criteria:

- Administer the BINL in English.1
- Print "TRANSITION" in the upper left corner.
- Complete pupil information in the upper right corner of the score sheet.
- Print BINL identification number on the "STUDENT NUMBER" line. The identification number appears next to the child's name on the BINL label.
- Mark an "X" in the posttest box and record the date of test.
- Number each language sample from 1 through 10.
- Write the number of words per sample in Column C, headed "Fluency."

C. Retesting

1. A pupil may be reassessed when a parent or guardian, teacher, or school site administrator expresses a reasonable doubt about the accuracy of the pupil's language classification.

2. Procedure for testing in case of reasonable doubt:

- Re-administer the BINL in English using a new individual Oral Score Sheet.
- Print "RETEST" on the upper left corner of the test.
- Number each language sample from 1 through 10.
- Write the number of words per sample in Column C, headed "Fluency."
- Place the original BINL label over pupil information grid in the upper right corner of the score sheet.
- Mark an "X" in pretest box and record date of test.

III. Pupils To Be Assessed with BINL in Primary Language

1. The BINL is to be used as a diagnostic instrument in the primary language component of a bilingual program, grades K-6. (Refer to Lau Plan, p. 48.) Identified K-6 NES/LES pupils participating in a bilingual program described in the district Lau Plan must be tested in the primary language. Pupils with an Individual Learning Program (ILP) need not be tested in the primary language. The BINL is to be administered by the person responsible for the pupil's primary language component.

2. Procedure for primary language proficiency testing:

   - Administer the BINL in the primary language of pupil.
   - Complete the pupil information grid in the upper right corner of the score sheet.
   - Indicate primary language on the line labeled "Language Being Tested."
   - Number each language sample from 1 through 10.
   - Write the number of words per sample in Column C, headed "Fluency."

IV. BINL Computer Printouts and Labels

BINL computer printouts (Reports 20 and 25) and individual labels will be sent to each school with the original BINL score sheets. The label is to be placed on the student's cumulative record marked "Findings and Recommendations by Elementary Counselor."

V. Return of BINL score sheets to Processing Center

A. Check each score sheet to be sure that:

1. Reason for testing is indicated in upper left corner.
2. Pupil information grid is complete.
3. Word count for each language sample in Column C, headed "Fluency."
4. Date of pretest or posttest.

B. Envelopes for BINL score sheets addressed as follows:

Research and Evaluation Branch
BINL Processing Center
G-265

For further assistance, please call Miyeko Heishi, Research and Evaluation Branch, 625-6867.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All Elementary School Principals and Bilingual Coordinators

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Memorandum No. 6
September 20, 1979

SUBJECT: TESTING SECONDARY STUDENTS WITH THE BASIC INVENTORY OF NATURAL LANGUAGE (BINL), 1979-1980.

I. Assessment Procedures for BINL English Proficiency Testing
II. Students To Be Assessed with the BINL
III. BINL Computer Printouts and Labels
IV. Return of BINL Score Sheets

I. Assessment Procedures for BINL English Proficiency Testing

A. The BINL must be given by a certificated teacher or counselor who who has been trained through:

- the trainer-of-trainer inservice, August 1978.
- an inservice provided at the local school by a teacher or counselor trained at the trainer-of-trainer inservice.
- an inservice provided by the area bilingual advisor.

B. There must be at least 10 language samples that best reflect the student's natural language to ensure a valid score for each student.

C. The student's responses are to be transcribed by the teacher or counselor from the recording tape to the BINL individual oral scores sheet (IOS). The tapes may be erased after transcription. Additional forms may be requested from the Bilingual/ESL Services Branch, 625-6743.

II. Students To Be Assessed with the BINL in English

A. New Enrollees

1. New students whose Home Language Survey indicated a language other than English as a response to one of the first three questions must be given the BINL.

2. Procedure for testing new enrollees:

- Obtain Home Language Survey.
- Place Home Language Survey in cumulative record folder.
- Administer the BINL in English to students indicating a Primary Language or Home Language other than English.
- Print student's language in the upper left corner of the test. (Example: HLS--Spanish)
- Complete student information grid in the upper right corner of the score sheet, except student number.
- Mark an "X" in the pretest box and write the date of test.

- Number each language sample from 1 though 10.
- Write the number of words in each language sample in Column C, headed "Fluency."

3. BINL score sheets for new enrollees must be grouped by grade and by teacher and/or counselor with a paper clip.

B. Retesting

1. A student may be reassessed when a parent or guardian, teacher, or school site administrator expresses a reasonable doubt about the accuracy of the student's language classification.

2. Procedure for testing in case of reasonable doubt:

   - Re-administer the BINL in English using a new individual Oral Score Sheet.
   - Print "RETEST" on the upper left corner of the test.
   - Number each language sample from 1 through 10.
   - Write the number of words per sample in Column C, headed "Fluency."
   - Place the original BINL label over student information grid in the upper right corner of the score sheet.
   - Mark an "X" in pretest box and record date of test.

III. BINL Computer Printouts and Labels

BINL computer printouts (Reports 20 and 25) and individual labels will be sent to each school with the original BINL score sheets. The label is to be placed on the student's cumulative record under Section 15, entitled "HEALTH."

IV. Return of BINL score sheets to Processing Center

A. Check each score sheet to be sure that:

1. Reason for testing is indicated in upper left corner.
2. The student information grid is complete.
3. Word count for each language sample in Column C, headed "Fluency."
4. Date of pretest.

B. Envelopes for BINL score sheet addressed as follows:

Research and Evaluation Branch
BINL Processing Center
G-265

For further assistance, please call Miyeko Heishi, Research and Evaluation Branch, 625-5367.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All Secondary Schools

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Bulletin No. 3
October 29, 1979

SUBJECT: **DESCRIPTION OF BINL TEST RESULTS FOR ELEMENTARY SCHOOLS**

I. BINL Computer Printouts
II. BINL Labels
III. Retests
IV. Transition

I. BINL Computer Printouts

A. BINL Report 20

The printout called Report 20 is a detailed report on each pupil reported by classroom of grade level. Looking at a BINL Report 20 or the attached sample, the general information found across the top of the printout includes:

1. BINL report number in upper left corner (Report BINL 20).
2. District--BINL identifying number and name of district.
3. Run Number--computer run number in upper right corner identifies the computer file where information is stored.
4. School--BINL identifying number, school name, and area.
5. Teacher--name, grade level, and date of test.

Detailed information for each pupil is reported in columns which include the following information:

1. Student Name--the name of pupil tested, under which are identifying numbers assigned to each pupil for use in the computer program.

2. BINL Student Number--this column identifies the home language provided by the school on test forms, or identifies a retest or transition test.

3. No. of Words--the total number of words used by the pupil during the testing.

4. No. Sent--the total number of samples collected from the pupil.

5. Avg. Length--average sentence length is obtained by dividing the number of words by the number of sentences.

6. Complex Level--level of complexity which is a score that results from the pupil's command of the structure of the language, including the use of modifiers, phrases, and clauses.

7. Level of Complexity--the asterisks are a graphic representation of raw score found in Complex Level Column.

8. District Student Identifier--this column should be left blank.

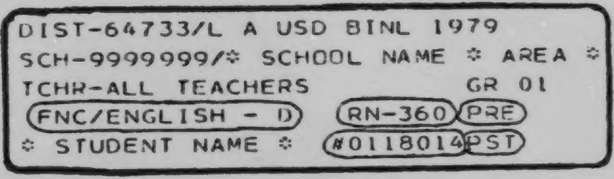
9. TIP--INC (incomplete) is printed when less than 10 language samples are collected.

B. BINL Report 25

The printout called Report 25 is a classroom or grade level list which reports language classification (NES, LES, FES, or PES). The rest of its general information parallels Report 20.

Pupils are listed alphabetically under the language classification derived from their BINL test score.

II. BINL Labels



```
DIST-64733/L A USD BINL 1979
SCH-9999999/* SCHOOL NAME * AREA *
TCHR-ALL TEACHERS           GR 01
FNC/ENGLISH - D     RN-360 PRE
* STUDENT NAME *   #0118014 PST
```

Explanation for each of the items circled on the above BINL label follows:

FNC/ENGLISH--D--Language Classification:

NON/ENGLISH = NES
LTD/ENGLISH = LES
FNC/ENGLISH = FES
PRO/ENGLISH = PES

RN-360: Computer run number identifies the computer file where information is stored.

#0118014: BINL identification number for the pupil.

PRE: Pretest score which is a result of a home language survey or retest.

PST: Posttest score for transition criteria.

Labels must be placed on the pupil's cumulative record unless the pupil has been retested due to reasonable doubt.

III. Retests

The pupil may be retested by a teacher trained to administer the BINL if a parent, teacher, or administrator expresses reasonable doubt about the accuracy of the original language classification.

A retest must be administered and returned to Research and Evaluation within 10 days after receiving the pupil's BINL result. The BINL label should not be placed on the cumulative record if a retest is to be administered, since the label must be submitted on the retest score sheet.

IV. Transition

Transition BINL test results are reported on BINL Report 20 and Report 25 as posttests.

A. Transition Criteria

A NES/LES pupil identified as FES on the BINL has met only one of the four criteria for transition to a regular English-only program.

All of the following steps must be implemented for a pupil to be eligible for transition (see Lau Plan, pp. 55-58).

Step 1. Recommended by the teacher based on observation of progress.

Step 2. Identified as FES on BINL.

Step 3. Scored at or above one standard deviation below the national norm on a standardized achievement test (at or above the 16th percentile on the CTBS or BEST).

Step 4. Recommended by the local administrator after consultation with parent and staff.

B. BINL for Transition

Revised procedure for testing NES/LES pupils as part of transition criteria:

- Administer the BINL in English
- Print "TRANSITION" in the upper left corner
- Complete pupil information in the upper right corner of the score sheet
- Mark an "X" in the posttest box and record the date of posttest
- Number each language sample from 1 through 10
- Write the number of words for each sample in column C, headed "Fluency."

All transition score sheets no longer require the BINL identification number for the pupil on the "STUDENT NUMBER" line.

For assistance on the transition criteria, please call your area bilingual advisor, or the Bilingual-ESL Services Branch at 625-6743.

For further assistance, please call Miyeko Heishi, Advisor, Research and Evaluation Branch, 625-6867.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: Principals of Elementary School
Attention: Bilingual Coordinator

```
REPORT BINL 20                      BASIC INVENTORY OF NATURAL LANGUAGE                                 PAGE

RUN DATE 1/11/79                           PRE-TEST ENGLISH - D                               *** RUN NUMBER 57 ***

DISTRICT 64733        L. A. USD BINL 1978

   SCHOOL   1234567      CLEARWATER         AREA 13

   TEACHER                         GRADE      TEST DATE 11/22/78
                              BINL                                      - L E V E L   O F   C O M P L E X I T Y -     DISTRICT
                            STUDENT    NO.     NO.     AVG.   COMPLEX   0   24   49   75   100  125  150  175  200     STUDENT
     STUDENT NAME           NUMBER    WORDS   SENT   LENGTH    LEVEL    I----I----I----I----I----I----I----I----I    IDENTIFIER   TIP

     HERNANDEZ,              SPAN
#-4534026                              89.0    10     8.9      99.9                     ***

 001          PRE-TEST CLASS AVERAGE COMPLEXITY               99.9
```

SAMPLE --- BINL REPORT 20

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Bulletin No. 4
October 29, 1979

SUBJECT: DESCRIPTION OF BINL TEST RESULTS FOR SECONDARY SCHOOLS

I. BINL Computer Printouts
II. BINL Labels
III. Retests

I. BINL Computer Printouts

A. BINL Report 20

The printout called Report 20 is a detailed report on each pupil reported by classroom of grade level. Looking at a BINL Report 20 or the attached sample, the general information found across the top of the printout includes:

1. BINL report number in upper left corner (Report BINL 20).
2. District--BINL identifying number and name of district.
3. School--BINL identifying number, school name, and area.
4. Teacher--name, grade level, and date of test.
5. Run Number--computer run number identities the computer file where information is stored.

Detailed information for each student is reported in columns which include the following information:

1. Student Name--the name of student tested, under which are identifying numbers assigned to each student for use in the computer program.

2. BINL Student Number--this column identifies the home language provided by the school on test forms, or identifies a retest.

3. No. of Words--the total number of words used by the student during the testing.

4. No. Sent--the total number of samples collected from the student.

5. Avg. Length--average sentence length is obtained by dividing the number of words by the number of sentences.

6. Complex Level--level of complexity which is a score that results from the student's command of the structure of the language, including the use of modifiers, phrases, and clauses.

7. Level of Complexity--the asterisks are a graphic representation of raw score found in Complex Level Column.

8. District Student Identifier--this column should be left blank.

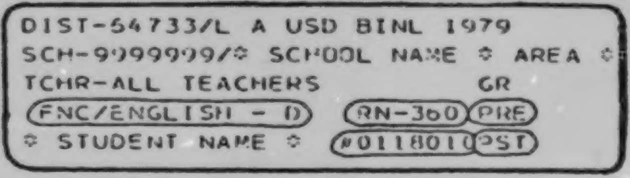
9. TIP--INC (incomplete) is printed when less than 10 language samples are collected.

B. BINL Report 25

The printout called Report 25 is a classroom or grade level list which reports language classification (NES, LES, FES, or PES). The rest of its general information parallels Report 20.

Students are listed alphabetically under the language classification derived from their BINL test score.

II. BINL Labels



```
DIST-54733/L A USD BINL 1979
SCH-9999999/◊ SCHOOL NAME ◊ AREA ◊
TCHR-ALL TEACHERS                GR
FNC/ENGLISH - D   RN-360 PRE
◊ STUDENT NAME ◊  #0118010 PST
```

Explanation for each of the items circled on the above BINL label follows:

FNC/ENGLISH--D--Language Classification:

NON/ENGLISH--NES
LTD/ENGLISH--LES
FNC/ENGLISH--FES
PRO/ENGLISH--PES

RN-360: Computer run number identifies the computer file where information is stored.

#0118010: BINL identification number for the pupil.

PRE: Pretest score which is a result of a home language survey or retest.

PST: Posttest score for elementary schools only.

Labels must be placed on the student's cumulative record unless the pupil has been retested due to reasonable doubt.

III. Retests

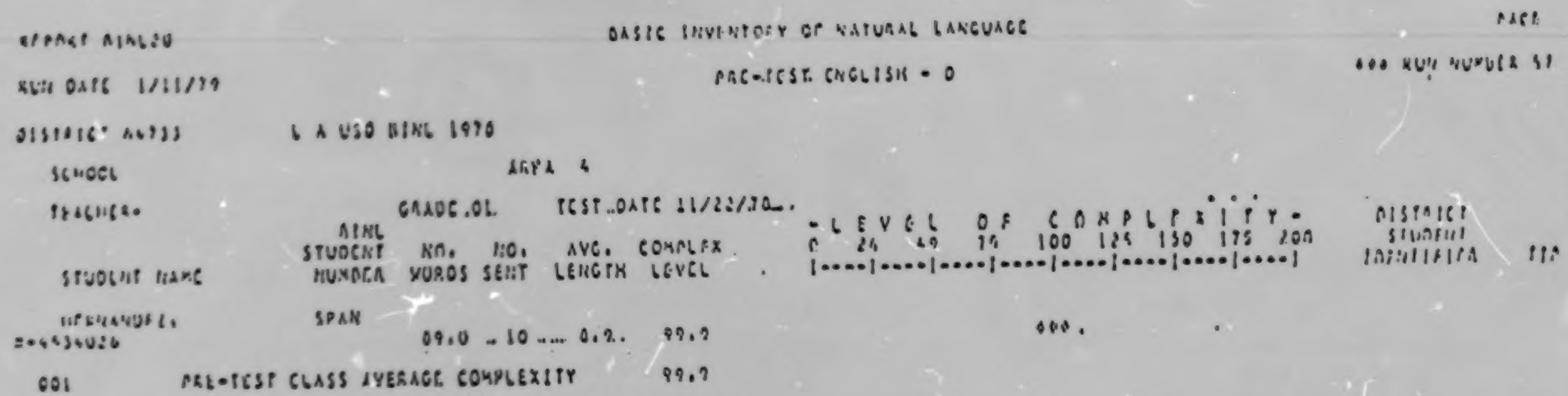
The pupil may be retested by a teacher trained to administer the BINL if a parent, teacher, or administrator expresses reasonable doubt about the accuracy of the original language classification.

A retest must be administered and returned to Research and Evaluation within 10 days after receiving the student's BINL result. The BINL label should not be placed on the cumulative record if a retest is to be administered, since the label must be submitted on the retest score sheet.

For further assistance, please call Miyeko Heishi, Advisor, Research and Evaluation Branch, 625-6867.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: Principals of Secondary Schools
Attention: Bilingual Coordinator and
Head Counselor



```
REPORT BINL20                          BASIC INVENTORY OF NATURAL LANGUAGE                                        PAGE

RUN DATE  1/11/79                                  PRE-TEST ENGLISH - D                                   *** RUN NUMBER 51

DISTRICT A4733        L A USD BINL 1978

  SCHOOL                          AREA  4

  TEACHER.                  GRADE.01      TEST DATE 11/22/78  .         . . .
                    BINL                                  - L E V E L   O F   C O M P L E X I T Y -     DISTRICT
                  STUDENT   NO.   NO.    AVG.  COMPLEX    0   25   49   75   100  125  150  175  200        STUDENT
   STUDENT NAME   NUMBER  WORDS SENT  LENGTH  LEVEL    .  |----|----|----|----|----|----|----|----|      IDENTIFICA     TTT

   HERNANDEZ,        SPAN
=44534026                  09.0 - 10 ... 0.9.   99.9                        ***.        .

  001       PRE-TEST CLASS AVERAGE COMPLEXITY         99.9
```

SAMPLE--- BINL REPORT 20

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

ELEMENTARY LAU MONITORING INSTRUMENT

The accompanying Elementary Lau Monitoring Instrument (Form 1341) has been designed to reflect the Office for Civil Rights guidelines established in the District Lau Plan.

The Instrument will be used in randomly selected Lau schools by professional evaluators and specially trained review team members.

The primary purpose of the Instrument is to assist schools in identifying the extent of program inplementation. The rating of each item is based on the intent of the Lau Plan and the results will be used in the District report to the Office for Civil Rights. The assessment information will contribute to the school's plan for continuing program improvement.

The Elementary Lau Monitoring instrument is organized into eight areas:

I. Identification
II. Assessment
III. Implementation
IV. Curriculum
V. Methods
VI. Placement and Transition Criteria
VII. Staff Development
VIII. Community Involvement

RATING SCALE

Within each area are statements which provide the basis for ratings. The rating scale used in this instrument is: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

LIST OF ABBREVIATIONS:

BINL--Basic Inventory of Natural Language
CTBS--Comprehensive Test of Basic Skills
ESL--English-as-a-second Language
HLS--Home Language Survey
OCR--Office for Civil Rights

NES--Non-English speaking
LES--Limited-English speaking
FES--Functional-English speaking
SES--Survey of Essential Skills

11/7/[illegible]

Form 1341

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry to Lau	Rating	Comments
173-176	The school has informed parents or guardians of NES/LES pupils about the bilingual programs designed for their children, according to the following guidelines:		
	A. Parents have received a notice describing the program.	A. ___	
	B. Parents were invited to a meeting to discuss the best instructional program for their children.	B. ___	
	C. Parents or guardians not attending the meeting were invited to a parent conference.	C. ___	
	D. Parents have been consulted in the development of Individual Learning Plans.	D. ___	
210 - 222			

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

SECONDARY LAU MONITORING INSTRUMENT

The accompanying Secondary Lau Monitoring Instrument (Form 1342) has been designed to reflect the Office for Civil Rights guidelines established in the District Lau Plan.

The Instrument will be used in randomly selected Lau schools by professional evaluators and specially trained review team members.

The primary purpose of the Instrument is to assist schools in identifying the extent of program implementation. The rating of each item is based on the intent of the Lau Plan and the results will be used in the District report to the Office for Civil Rights. The assessment information will contribute to the school's plan for continuing program improvement.

The Secondary Lau Monitoring Instrument is organized into seven areas:

I. Identification
II. Assessment
III. Implementation
IV. Curriculum
V. Transition Criteria
VI. Staff Development
VII. Community Involvement

RATING SCALE

Within each area are statements which provide the basis for ratings. The rating scale used in this instrument is: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

LIST OF ABBREVIATIONS:

BINL--Basic Inventory of Natural Language
ESL--English-as-a-second Language
FES--Functional-English speaking
HLS--Home Language Survey
LES--Limited-English speaking
NES--Non-English speaking
OCR--Office for Civil Rights
PAIR--Performance Assessment in Reading
SDOAI--San Diego Observation Assessment Instrument
SHARP--Senior High Assessment of Reading Performance

Form 1342

11/7/79

School ______________________

Area _____ Date of Visit __________

Community
Administrator
Teacher
Area Office

Bilingual Office
Research and Evaluation
Personnel
Other

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
42-43	I. IDENTIFICATION		
	The school has conducted the Home Language Survey (HLS) according to prescribed methods and procedures:		
	A. Parents were given the HLS in their own language.	A. ____	
	B. Bilingual personnel are available to assist in conducting HLS for new students.	B. ____	
	C. The HLS is filed in each student's cumulative record.	C. ____	
43-47	II. ASSESSMENT		
	Students were given the BINL to assess their proficiency in English according to prescribed procedures:		
	A. All students indicating a home language other than English on the HLS were given the BINL.	A. ____	
	B. New students were given the BINL within two weeks of enrollment.	B. ____	
	C. All students identified as NES/LES on SDOAI (Spring 1978) were given the BINL.	C. ____	
	D. Staff development was provided for all personnel designated to administer the BINL.	D. ____	
	E. BINL labels have been placed on student's cumulative record.	E. ____	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
49-51	Spanish speaking students were given the Test of Prerequisite Skills (TOPS) according to prescribed procedure: (junior high only)		
	A. NES/LES students newly enrolled from another country.	A. ____	
	B. NES/LES students newly enrolled from another LAUSD school or any other school in this country and whose records indicate that the student has not participated in a formal English reading program.	B. ____	
49 92-93 97	III. IMPLEMENTATION		
	A. School has continued its existing bilingual/bicultural program (senior high only).	A. ____	
	B. School has implemented a bilingual/bicultural program for students who have basic education needs (junior high only).	B. ____	
	C. School has implemented an ESL program, that follows the guidelines described in the District's Secondary School Curriculum, Guidelines for Instruction.	C. ____	
	1. NES/LES students were assessed in the following skills areas:		
	a. ESL skills through the use of the District-developed placement test	a. ____	
	b. Math computation through regular math department procedures	b. ____	
	2. ESL classes are taught by ESL teachers meeting District requirements.	2. ____	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
	D. NES/LES students are integrated into regular classes for at least one non-language-related class per day.	D. ___	
	E. The number of students in the ESL classes or bilingual classes is substantially the same as the number of students in the same subject classes at that school.	E. ___	
101-110	IV. CURRICULUM		
	The school has provided each Lau student with an appropriate curriculum model (that includes all major elements, such as skills continuums, tests of progress, and teaching materials).		
	A. Full Bilingual/Bicultural Program (junior high only)		
	Beginning - Level I		
	1. ESL taught in a two-period block	1. ___	
	2. Communication skills in the primary language to include listening, speaking, reading and writing	2. ___	
	3. Math in the primary language	3. ___	
	4. Orientation-Guidance class in the primary language	4. ___	
	5. Physical Education - mainstream class	5. ___	
	Intermediate - Level II		
	1. ESL taught in a two-period block	1. ___	
	2. Communication skills in the primary language	2. ___	
	3. Math in the primary language	3. ___	
	4. Introduction to American Heritage in the primary language	4. ___	
	5. Physical Education - mainstream class	5. ___	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
	Advanced - Level III		
	1. ESL taught in a two-period block	1.____	
	2. Communication Skills in the primary language	2.____	
	3. Math in the primary language	3.____	
	4. Health, Social Studies or Science in the primary language as needed for graduation	4.____	
	5. Physical Education - mainstream class or an elective as required for graduation	5.____	
	B. Partial Bilingual Program (junior high only)		
	1. ESL taught in a two-period block	1.____	
	2. Communication skills in the primary language	2.____	
	3. Math in the primary language	3.____	
	C. English-As-A-Second Language Program		
	Beginning - Level I		
	1. ESL taught in a two period block	1.____	
	2. Introduction to English reading	2.____	
	3. Math taught utilizing the primary language	3.____	
	4. Orientation - Guidance utilizing the primary language	4.____	
	5. Physical Education - mainstream class	5.____	
	intermediate - Level II		
	1. ESL taught in a two period block	1.____	
	2. Intermediate reading class with introduction to PAIR and SHARP skills	2.____	
	3. Introduction to Americal Heritage utilizing the primary language	3.____	
	4. Math or Health (as necessary for graduation) taught utilizing the primary language	4.____	
	5. Physical Education - mainstream class	5.____	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
	Advanced - Levels III and IV		
	1. ESL - one period	1. ___	
	2. PAIR and SHARP reading skills if not already passed	2. ___	
	3. Regular classes with assistance	3. ___	
	D. Individual Learning Program		
	1. ESL	1. ___	
	2. Math with primary language support	2. ___	
	3. Social Studies, Health or Science	3. ___	
	E. Supplemental Education Program		
	1. Oral English	1. ___	
	2. Reading and writing in English	2. ___	
	3. Mathematics	3. ___	
58-59 102	V. TRANSITION CRITERIA		
	A. The school is implementing procedures for students eligible for transition from the bilingual/bicultural program to an ESL program according to prescribed procedures:		
	1. Recommendation by communication skills and math teachers	1. ___	
	2. Passing score on TOPS in reading and math	2. ___	
	3. Recommendation by local administrator after consultation with staff and parent	3. ___	
	B. The school is implementing procedures for students to advance from one ESL level to another according to prescribed procedures:		

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
	1. Passing score on the District-developed final examination for each level;	1. ____	
	OR		
	2. Average passing score on District-developed proficiency tests for each level	2. ____	
157-158	VI. STAFF DEVELOPMENT		
	A. Orientation to the District's Lau Plan was provided for the following personnel.		
	1. Certificated	1. ____	
	2. Classified		
	a. Office staff	a. ____	
	b. Instructional aides	b. ____	
161	B. Staff development was provided or is planned for all certificated and all classified personnel involved in the ESL and/or bilingual program.		
156	1. Staff development was based on a local needs assessment.	1. ____	
156-157	2. The local school staff development program was designed to assist certificated personnel to:		
	a. Improve instructional skills	a. ____	
	b. Improve human development skills	b. ____	
	c. Use curricular and instructional materials appropriate to the needs of Lau pupils	c. ____	
	d. Improve learning conditions by working on relationships among:		
	(1) Pupils	1. ____	
	(2) School personnel	2. ____	
	(3) Parents and community members	3. ____	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry of Lau	Rating	Comments
	3. The local school staff-development program was designed to assist classified personnel to:		
	a. Improve instructional skills	a. ___	
	b. Improve human development skills	b. ___	
	c. Use curricular and instructional materials appropriate to the needs of Lau pupils	c. ___	
	d. Improve learning conditions by working on relationships among:		
	(1) Pupils	1. ___	
	(2) School personnel	2. ___	
	(3) Parents and community members	3. ___	
170-171	VIII. COMMUNITY INVOLVEMENT		
	A. If the school has 20 or more NES/LES students, it has established a Bilingual Education Committee according to following guidelines:		
	1. The percentage of parents of NES/LES students is at least the same as the percentage of NES/LES students in the school but not less than 50%	1. ___	
	2. Parents representing all language groups in the school were invited to participate in the Bilingual Education Committee.	2. ___	
	3. Meetings are conducted in the primary language(s) of the committee members as well as in English.	3. ___	
	4. Responsibilities of the Bilingual Education Committee are consistent with written guidelines in the Lau Plan.	4. ___	

Rating Scale: NA = not applicable; 1 = not yet implementing; 2 = working toward implementation; 3 = implementing

Lau Plan Pages	Points of Inquiry for Lau	Rating	Comments
	B. School communications adhere to the following guidelines:		
	1. Written and oral communications are provided in the primary languages of any language group represented by 15% or more of the total school population.	1. ___	
	2. The school uses appropriate methods to facilitate effective communication with all other students whose primary language is other than English.	2. ___	
	C. The school has informed parents or guardians of NES/LES students about the bilingual program designed for their children according to the following guidelines:		
	1. Parent has been notified that student is to be placed in a bilingual/bicultural program (junior high only).	1. ___	
	2. Parents have been consulted in the development of individual learning plans.	2. ___	

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Emerson Manor Office, Room 7

Fall 1979

TO: Principals and Bilingual Coordinators of Elementary Schools with Lau Pupils

FROM: John L. Posa, Assistant Director
Linda Pursell, Advisor

SUBJECT: Use of Basic Elementary-Secondary Test (BEST) with Lau Pupils

The Basic Elementary-Secondary Test (BEST) is an achievement test that can be used as a screening instrument. It can determine whether a Lau pupil having a FES rating on the BINL and participating on a regular basis in a structured English reading program is ready to move into a regular English program. The Lau plan (p. 57) specifies that a pupil must achieve no more than one standard deviation below the national norm in both reading and math on either an appropriate standardized achievement test or on the BEST.

The following facts about the BEST may be of help to you as you consider the use of the test in your school.

1. It is a locally devised basic achievement test for reading and math that has been correlated with CTBS for ease of determining Title I eligibility and/or Lau program transition.

2. It's short - thirty minutes maximum for reading or mathematics; together, less than one hour.

3. It has seven forms covering grades K-12.

4. It can be given to one child or to a group.

5. The BEST booklets for K, 1, and 2 are consumable. Test booklets for Grades 3 through 12 are reusable, and require CTSS Student Answer Sheets which can be ordered from the current Supply Catalog. (Stock #802360-3)

6. The BEST materials (except for answer sheets) will be provided at no cost to your school.

7. The quantity of BEST materials available is not intended to cover your entire enrollment. You are free to make extra copies of any BEST materials you wish.

8. The Manual of Instructions for each level of the BEST contains detailed directions for giving and scoring the BEST.

Continued

9. Norm tables for beginning, mid, and end-of-year testing will be made available to you.

A sample set of BEST test booklets accompanies this letter. Please evaluate them carefully in light of the needs of your school. If after your evaluation, you would like additional copies to use with your pupils, please complete and return the attached request form. Note on the request form the maximum number of materials that will be sent to each school. Since our supplies are limited, we would very much appreciate having the sample sets returned to us, if you decide not to use the test.

If you have any questions about the BEST, please call Linda Pursell at 776-6020 or 742-7459.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Emerson Manor Office, Room 7

Order Form
Elementary Schools with Lau Pupils

Basic Elementary-Secondary Test

BESTBESTBEST

in Reading and Mathematics

Col. 1 Item	Col. 2 Quantity Available To Each School	Col. 3 Quantity Requested
Test Booklets		
K Reading	30	
K Math	30	
1 Reading	30	
1 Math	30	
2	15	
3-4	5	
5-6		
Manuals of Instruction		
K	2	
1	2	
2	1	
3-4	1	
5-6	1	
Practice Item Charts		
K Reading	2	
K Math	2	
1 Reading	2	
1 Math	2	

If you would like additional copies of the BEST, please complete Col. 3 and return this form to Emerson Manor. The address is on the back of this form. Fold the page once, staple or tape and place in school mail. Be certain that the address is showing.

Name of person making request______________________________

School____________________ Area_____ School phone_______________

Form 1086

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT

REFERENCE LIST NO. 8
November 7, 1979
(Effective: Fall 1979)

SUBJECT: THE 16th PERCENTILE AS ONE TRANSITION CRITERION FOR LAU ELEMENTARY PUPILS

The Basic Elementary-Secondary Test (BEST) in reading and mathematics is an achievement test that can be used as a screening instrument. The Lau Plan (p. 57) specifies that a pupil will achieve at or above one standard deviation below the national norm on a standardized test (that is, at or above the 16th percentile on the CTBS or BEST) in both reading and mathematics before further consideration will be given for transition to a regular program.

The norm table below gives the raw score on the BEST that is equivalent to the 16th percentile on the CTBS.

Grade & Test	Beginning of Year September - November	Midyear December - February	End of Year March - June
Reading			
1	4	5	7
2	10	11	12
3	8	8	9
4	11	11	12
5	10	10	11
6	11	12	12
Mathematics			
1	4	4	6
2	8	10	11
3	12	14	16
4	18	20	20
5	14	15	16
6	17	18	18

If the CTBS is being used for transition, refer to the appropriate Examiner's Manual for determining the 16th percentile.

For copies of the BEST, please call Linda Purcell, Advisor, Research and Evaluation Branch, 625-6470.

For further assistance, please call Miyeko Heishi, Advisor, Research and Evaluation Branch, 625-6867

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All Elementary School Principals and Bilingual Coordinators

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT

REFERENCE LIST NO. 24
May 12, 1980
(Effective: May 1980)

SUBJECT: INFORMATION FOR ELEMENTARY PRINCIPALS ON COMPLETION OF LAU SUMMARY FORMS, DUE JUNE 6

I. Background
II. Lau Summary Forms, Grades K-6
III. Special Education
IV. Suggestions for Procedure
V. Questions?

I. Background

Compliance with federal mandates for bilingual education affects everyone in the district. The Office for Civil Rights (OCR) recently declared over 200 schools in our district to be out of compliance on a variety of bilingual issues, and threatened to withhold millions of dollars if the schools did not quickly conform to Lau requirements.

One of the Lau Plan mandates for our Branch is to prepare midyear and year-end reports for the Board and OCR on all aspects of the district Lau program. We rely on school personnel for the data in these reports. Last May all schools received a Lau Summary form to be completed and returned in June. The return rates were: 92% for elementary, 74% for junior, 93% for senior high, and 74% for elementary and junior high magnet schools. Because the returns were not complete in in every category, another noncompliance issue was created for the district. OCR requires annual data on all schools. We need your help to achieve the goal of a complete return.

The Lau Summary forms explained in this reference list are based on the individual Lau pupil profiles that were to be completed by May 15, according to Memorandum No. 5 from Bilingual-ESL Services Branch on March 14. The memorandum also reminded principals about this year-end collection of profile data. Elementary schools will collect their profile information on two forms, described next.

II. Lau Summary Forms, Grades K-6

There are two kinds of forms for elementary schools, each with its own instructions:

Form 1348, Elementary Class Summary for Lau Bilingual Programs. This form is to be completed by each register-carrying teacher of a self-contained bilingual class implementing one of the following bilingual organizational models: self-contained, team-teaching, or itinerant. (See Memo. 28 for directions.)

Form 1349, Elementary Class Summary for Lau Bilingual Individual Learning Programs (BILPs). This form is to be completed by teachers of NES/LES children receiving instruction through a BILP. (See Memo. 30 for directions.)

Note: a few teachers may have to complete both forms.

III. Special Education

Special education NES/LES pupils will be counted on other forms and not on those described in this reference list.

IV. Suggestions for Procedure

1. It may help to assign one person to coordinate the process. This person would explain and distribute the forms to teachers; collect the completed forms; use the checklist provided for quality control; present the set for your review and signature on the checklist; and return the forms to our office by June 6.
2. Note that the elementary forms are designed to be completed by each teacher designated in the instructions. The forms are class summaries, not school summaries. Research and and Evaluation will do the tallying necessary to produce school summaries.
3. It may help to design a worksheet for collecting the information, or use a copy of the form as a work copy. Please keep a file copy of each final form submitted.
4. The number of forms enclosed with this letter was based on a count of elementary classrooms for NES/LES pupils made earlier in the school yer and may have changed by now. If more forms are needed, please duplicate the extras needed. Kindly return any unused forms to our office as soon as possible.

V. Questions?

Questions about the Lau Summary forms not answered in the materials in hand may be directed by the principal or forms coordinator to:

Nancy Cott, Evaluator -- 625-6868

Miyeko Heishi, Advisor -- 625-6868

Reminder :

Forms are to be accurately completed and returned to the Research and Evaluation Branch by June 6, 1980. Thank you for your cooperation.

APPROVED: HARRY [illegible]NDLER, Deputy Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Memorandum No. 28
May 9, 1980

DUE DATE: June 6, 1980
Research and Evaluation,
G-265

SUBJECT: INSTRUCTIONS FOR COMPLETING ELEMENTARY CLASS SUMMARY FOR LAU BILINGUAL PROGRAMS, FORM 1348

Reminder: This form is to be completed by each classroom teacher implementing a self-contained, team-teaching, or itinerant Lau bilingual organizational model. Do not count BILPs here; please use Form 1349 for reporting BILPs.

The class summary is designed to provide numerical descriptions of the Lau program. Items in this memorandum correspond to the items in Form 1348.

Boxes are provided for each numerical response, one digit per box. Use leading zeros for numerals less than two digits. Example: 5 would appear as |0|5| .

All data are to be summarized from the class set of Elementary Lau Pupil Profile Forms for NES and LES . NES/LES pupil information requested on this form refers only to pupils identified by the BINL. Do not include pupils whose language classification has not been verified by the BINL.

A. Bilingual Program Organizational Model--enter the code number of the model that best describes the Lau organizational model implemented for this class. Refer to Lau Pupil Profile, Section IV.

B. NES/LES Pupil Information--this information is to be reported in the following manner:

Item 1--enter the number of BINL-identified NES/LES pupils participating in this class, by grade level. Refer to Profile, Section I, Item E.

Item 2--enter the two-digit language code for the primary language of the NES/LES pupils in this class. There will be only one because of the definition of bilingual programs. See Language Code Table on following page for a full listing of languages and codes. Refer to Profile, Section I, Item D.

LANGUAGE CODE TABLE

LANGUAGE	CODE	LANGUAGE	CODE
Afghan	23	Ibo	34
Afrikaans	86	Icelandic	01
Albanian	02	Indonesian	46
AMERICAN INDIAN LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodian)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American Indian	10	Lithuanian	53
Amharic	92	Malay	54
Arabic	11	Maltese	91
Armenian	15	Melanesian	12
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Berber	16	Panjabi	59
Bulgarian	17	Persian (Farsi)	61
Burmese	18	*PHILIPPINE LANGUAGES*	
Ceylonese	20	Ilocano	89
CHINESE LANGUAGES		Pilipino (Tagalog)	62
Cantonese	22	*Other Philippine*	64
Mandarin	25	Polish	65
Toishanese	21	Portuguese	66
Other Chinese	26	Romanian	67
Creole	27	Romany	87
Croatian	24	Russian	55
Czech	28	Samoan	69
Danish	29	Serbian	90
Dutch	30	Serbo Croatian	70
Estonian	32	Sinhalese	71
Fijian	88	Slovak	72
Finnish	31	Spanish	60
Flemish	33	Swahili	75
French	35	Swedish	73
Ganda	36	Tahitian	74
German	37	Taiwanese	76
Greek	38	Thai	77
Guamanian	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hungarian	44	Yaruba	85
		Yiddish	84
		Other Not Listed	99

Item 3--enter the number of NES/LES pupils by primary language classification based on BINL results. Refer to Profile, Section II, Item A.

Item 4--enter the number of NES/LES pupils who have met the Lau criteria for beginning English reading for the appropriate curriculum model. Refer to Profile, Section III, A or B.

Item 5--enter the number of NES/LES pupils who met all four criteria for transition to a program of English-only instruction. Refer to Profile, Section V. Include pupils who met the criteria for transition during the 1979-80 school year but who might not have a Profile on file.

Item 6--enter the number of NES/LES pupils in this class whose parents were informed of their placement in a bilingual program during the 1979-80 school year. Refer to Profile, Section VI, Item A.

Item 7--enter the number of NES/LES pupils in this class who live in another elementary school attendance area and participate in one of the programs listed. Refer to Profile, Section VII, lower half.

C. Classroom Personnel Information--this information is to be reported in the following manner (Refer to Profile, Section IV):

Item 1-- record the one code number that best describes the classification of the register-carrying teacher of this class.

Item 2--enter the number of daily hours that a bilingual aide is assigned to this classroom.

Item 3--record the name, employee number, and Lau classification of the Class I or Class II teacher who provides required primary language instruction for the NES/LES pupils in this class if not the register-carrying teacher.

Return completed form promptly to the person designated by the principal for collection of all summary forms to Research and Evaluation Branch.

This request for information has been approved by the Office of the Deputy Superintendent.

Approved: HARRY HANDLER, Deputy Superintendent

Distribution: All Elementary Schools

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT

Memorandum No. 30
May 9, 1980

DUE DATE: JUNE 6, 1980
Research and Evaluation, G-265

SUBJECT: INSTRUCTIONS FOR COMPLETING ELEMENTARY CLASS SUMMARY FOR LAU BILINGUAL INDIVIDUAL LEARNING PROGRAMS, FORM 1349

Reminder: This form is to be completed by each classroom teacher implementing bilingual individual learning programs (BILPs) for NES/LES pupils.

The class summary is designed to provide numerical descriptions by grade and language of NES/LES pupils assigned to BILPs. Items in this memorandum correspond to the items in Form 1349.

Data are to be summarized from the Elementary Lau Pupil Profile Forms for NES and LES that indicate an ILP in Section IV of the Profile.

NES/LES pupil information requested on this form refers only to pupils identified by the BINL. Do not include pupils whose language classification has not been verified by the BINL.

GRADE--enter grade level for each language group in this class. For combination grades, report each grade on a separate line.

LANGUAGES OF NES/LES--enter name of language and two-digit code for each primary language spoken by NES/LES pupils in this class who have an ILP on file. See Language Code Table below for appropriate codes. Refer to Profile, Section I, Item D.

LANGUAGE CODE TABLE

LANGUAGE	CODE
Afghan	23
Afrikaans	86
Albanian	02
AMERICAN INDIAN LANGUAGES	
Apache	03
Cherokee	04
Choctaw	05
Cree	06
Crow	09
Hopi	07
Navajo	08
Other American Indian	10
Amharic	92
Arabic	11
Armenian	15
Assyrian	93
Basque	13
Bengali	14
Berber	16
Bulgarian	17
Burmese	18
Ceylonese	20
CHINESE LANGUAGES	
Cantonese	22
Mandarin	25
Toishanese	21
Other Chinese	26
Creole	27
Croatian	24
Czech	28
Danish	29
Dutch	30
Estonian	32
Fijian	88
Finnish	31
Flemish	33
French	35
Ganda	36
German	37
Greek	38
Guamanian	48
Gujarati	63
Haitian Creole	39
Hawaiian	40
Hebrew	41
Hindi	42
Hungarian	44
Ibo	34
Icelandic	01
Indonesian	46
Italian	43
Japanese	45
Javanese	47
Khmer (Cambodian)	19
Korean	49
Kurdish	50
Lao	51
Latvian	52
Lithuanian	53
Malay	54
Maltese	91
Melanesian	12
Mongolian	56
Nepali	57
Norwegian	58
Panjabi	59
Persian (Farsi)	61
PHILIPPINE LANGUAGES	
Ilocano	89
Pilipino (Tagalog)	62
Other Philippine	64
Polish	65
Portuguese	66
Romanian	67
Romany	87
Russian	55
Samoan	69
Serbian	90
Serbo Croatian	70
Sinhalese	71
Slovak	72
Spanish	60
Swahili	75
Swedish	73
Tahitian	74
Taiwanese	76
Thai	77
Tibetan	78
Tongan	79
Turkish	80
Ukrainian	81
Urdu	82
Vietnamese	83
Yaruba	85
Yiddish	84
Other Not Listed	99

NO. OF NES/LES IN BILPs--enter the number of BINL-identified NES/LES pupils for each language group and grade.

NO. OF NES/LES ASSIGNED TO BILPs DUE TO:

Parent request--enter the number of NES/LES pupils of the same language group and grade not in a bilingual program because of parental request. Refer to Profile, Section VI, Item B.

Lack of 10 or more to form class--enter number of NES/LES pupils of the same language group and grade participating in a BILP due to lack of of 10 or more NES/LES pupils of one language group at a grade level.

NO. OF NES/LES WHO MET CRITERIA FOR:

Beginning English Reading--enter the number of NES/LES pupils of the same language group and grade who have met the Lau criteria for beginning English reading. Refer to Profile, Section III, Item C.

Transition to English-only program--enter the number of NES/LES pupils of the same language group and grade who met all four criteria for transition to an English-only program of instruction. Refer to Profile, Section V. Include pupils who met the criteria for transition during the 1979-80 school year but who might not have a Profile on file.

PRIMARY LANGUAGE SUPPORT--enter the total number of persons and their combined hours per week (use nearest whole hour; no fractions) providing primary language support for NES/LES pupils of each language group and grade.

NO. OF NES/LES WHOSE PARENTS WERE CONSULTED ON BILP--enter the number of NES/LES pupils of the same language group and grade whose parents were consulted on the ILP during the 1979-80 school year.

NO. OF NES/LES PARTICIPATING--enter the number of NES/LES pupils of same language group and grade who live in another elementary school attendance area and participate in one of the programs listed. Refer to Profile, Section VII, lower half.

Return completed form promptly to the person designated by the principal for collection of all summary forms.

This request for information has been approved by the Office of the Deputy Superintendent.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All Elementary Schools

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

DUE DATE: June 6, 1980

ELEMENTARY CLASS SUMMARY FOR LAU BILINGUAL PROGRAMS

This form is to be completed for each classroom implementing a self-contained, team-teaching, or itinerant Lau bilingual organizational model. Refer to accompanying bulletin for instructions. Do not count BILPs here; please use Form 1349 for reporting BILPs.

School Name ____________________ Location Code /_/_/_/_/

Classroom (register carrying) Teacher Name ____________________

Employee Number /_/_/_/_/_/_/_/_/

A. Bilingual program organizational model for this class (indicate code number; one only) /_/

Code	Lau Bilingual Organizational Model
1	A. Self-Contained, single grade
2	B. Self-Contained, combination grades
3	C. Team-Teaching, single grade
4	D. Team-Teaching, combination grades
5	E. Itinerant Teacher

B. NES/LES pupil information

1. Number of BINL-identified NES/LES pupils in this class:

Grade K	/_/_/
1	/_/_/
2	/_/_/
3	/_/_/
4	/_/_/
5	/_/_/
6	/_/_/

Form 1348

Teacher Name ____________________ School Location Code / / / / /

200

C. Classroom personnel information

1. Classroom teacher classification code (not for itinerant teacher): / / /

Code	Description of Teacher Classification
1.0	bilingual teacher with a Bilingual-Crosscultural Credential or a Bilingual Certificate of Competence
2.0	bilingual teacher with district A or B fluency level and an approved state wavier from bilingual requirements.
3.1	monolingual teacher with an approved state waiver from bilingual requirements.
3.2	monolingual teacher who applied for state waiver (not granted) and involved in course work for Certificate of Competence.
4.0	register-carrying teacher of NES/LES pupils who does not meet bilingual requirements, or has not applied for waiver from bilingual requirements.
5.0	monolingual teacher team-teaching with a Class I or II teacher.

2. Number of daily hours that a bilingual aide is assigned to this classroom (use nearest whole hour; no fractions): / /

3. Primary language teacher (other than register-carrying teacher) in team-teaching and itinerant teaching models:

____

Last Name, First Name

Primary language teacher's employee number / / / / / / / /

and Lau teacher classification (1.0 or 2.0) / / /

D. Evaluative comments or concerns: ______________________________

____

____

Thank you for your help.

4/80 Form 1348

Teacher Name ______________________ School Location Code / / / / /

2. Primary language code of NES/LES pupils in this class: / / /

The most common primary languages and their codes are:

Code	Language	Code	Language
15	Armenian	49	Korean
22	Cantonese	60	Spanish
45	Japanese	62	Pilipino (Tagalog)

For other primary languages, see accompanying Memorandum No. 28.

3. Number of NES/LES pupils in this class by primary language level based on BINL results:

   Non-speaker of primary language / / /

   Limited speaker of primary language / / /

   Functional speaker of primary language / / /

   Proficient speaker of primary language / / /

4. Number of NES/LES pupils in this class who have met the Lau criteria for beginning English reading: / / /

5. Number of NES/LES pupils in this class who met the transition criteria to an English-only program of instruction during 1979-80 school year: / / /

6. Number of NES/LES pupils in this class whose parents were informed of their placement in a bilingual program: / / /

7. Number of NES/LES pupils in this class who live in another elementary school attendance area and who are participating in the following:

   Permit with Transportation (PWT) / / /

   Pair or Cluster / / /

   Midsite / / /

   Magnet or Alternative / / /

   Other (specify): ______________________ / / /

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Due Date: June 6, 1980

ELEMENTARY CLASS SUMMARY FOR LAU BILINGUAL INDIVIDUAL LEARNING PROGRAMS

School Name ________________________ School Location Code /_/_/_/_/ Area ____

Classroom Teacher Name ________________________ Employee Number /_/_/_/_/_/_/_/

This form is to be completed for each classroom implementing a bilingual individual learning program for NES/LES pupils. Refer to accompanying bulletin for instructions.

GRADE	LANGUAGES OF NES/LES		NO. OF NES/LES IN BILPs	NO. OF NES/LES ASSIGNED TO BILPs DUE TO:		NO. OF NES/LES WHO MET CRITERIA FOR:		PRIMARY LANGUAGE SUPPORT						NO. OF NES/LES WHOSE PARENTS WERE CONSULTED ON BILP	NO. OF NES/LFS PARTICIPATING IN:				
	Language	Code		Parent Request	Lack of 10 or more to form class	Beginning English Reading	Transition to English-only Program	Biling. Aides & TAs		Adult Volunteers		Student Tutors			PWT	Pair Clus	Mid-site	Mag. Alt.	Other
								No.	No. Hours per week	No.	No. Hours per week	No.	No. Hrs. per wk.						

5-80

Form 1349

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

CHECKLIST FOR ELEMENTARY SCHOOL LAU SUMMARY FORMS

To facilitate the processing of your school summary forms use this checklist to make sure all forms are completed accurately.

Items to be checked off:

1. School name, location code, teacher name on each page of form #1348, and employee number. ____________
2. All boxes requiring numbers filled. ____________
3. Appropriate teacher classification code, page 3, item C, #3, if applicable. ____________
4. All appropriate items have been checked on form #1349, if applicable. ____________
5. Principal's signature/name of contact person -form #1360. ____________

Please check off each item listed below and return this checklist with all completed forms. Indicate the number of forms being returned in the spaces provided:

1 Elementary Class Summary For Lau Bilingual Programs-#1348. ____________

1 Elementary Class Summary For Lau Bilingual Individual Learning Programs-#1349. ____________

1 Elementary Lau Summary Checklist-#1360. ____________

Name of person to be contacted if additional information is needed:

____

School Name______________________________ School phone__________

I have reviewed the information required for the Elementary Summary Forms and all of the items listed above. To the best of my knowledge the information we have provided is accurate.

Principal's signature______________________________________

Return this Checklist with all forms to:

RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT
ROOM G-265

5/80

Form 1360

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT

REFERENCE LIST NO. 25
May 12, 1980
(Effective: May 1980)

SUBJECT: INFORMATION FOR SECONDARY PRINCIPALS ON COMPLETION OF LAU SUMMARY FORMS, DUE JUNE 6

I. Background
II. Lau Summary Forms, Grades 7-12
III. Special Education
IV. Suggestions for Procedure
V. Questions?

I. Background

Compliance with federal mandates for bilingual education affects everyone in the district. The Office for Civil Rights (OCR) recently declared over 200 schools in our district to be out of compliance on a variety of bilingual issues, and threatened to withhold millions of dollars if the schools did not quickly conform to Lau requirements.

One of the Lau Plan mandates for our Branch is to prepare midyear and year-end reports for the Board and OCR on all aspect of the district Lau program. We rely on school personnel for the data in these reports. Last May all schools received a Lau Summary form to be completed and returned in June. The return rates were: 92% for elementary, 74% for junior high, 93% for senior high, and 74% for elementary and junior high magnet schools. Because the returns were not complete in every category, another noncompliance issue was created for the district. OCR requires annual data on all schools. We need your help to achieve the goal of a complete return.

The Lau Summary forms explained in this reference list are based on the individual Lau student profiles that were to be completed by May 15, according to Memorandum No. 6 from Bilingual-ESL Services Branch on March 14. The memorandum also reminded principals about this year-end collection of profile data. Secondary schools will collect their profile information on three forms, described next.

II. Lau Summary Forms, Grades 7-12

There are four secondary forms, each with its own instructions (see Memo. 31), but only three of the forms are to be completed for each school:

Form 1344, Secondary School Summary for Lau Instructional Program. This form will be completed as a summary of the Lau program at each junior and senior high school.

Form 1345, Secondary Lau ESL Class Teacher Summary . This form will be completed as a summary for each junior and senior high school.

Form 1346, Senior High Lau ESL Class Student Summary . This form will be completed as a summary for each senior high school.

Form 1347, Junior High Lau ESL Class Student Summary . This form will be completed as a summary for each junior high school.

III. Special Education

Special education NES/LES students will be counted on other forms and not on those described in this letter.

IV. Suggestions for Procedures

1. It may help to assign the completion of all secondary forms to to one person since each form is a school summary, not a class summary. If others help in the data collection the coordinator should have the responsibility for explaining the forms, collecting the completed forms, using the checklist given for quality control, presenting the set of forms for your review and signature on the checklist, and returning the forms to our office by June 6 .
2. It may be desirable to design a worksheet for collecting some of the information, or to use one of the forms for that purpose. Please keep a file copy of each final form submitted.
3. The number of secondary school forms enclosed with this letter should suffice, since each is a school summary. In rare instances where a second page is needed (to list more teachers), duplicate extras from the blank form.

IV. Questions?

Questions about the Lau Summary forms not answered in the materials in hand may be directed by the principal or forms coordinator to:

Ed Negrete, Advisor -- 625-6867

Dick Reed, Advisor -- 625-6207

Reminder: Forms are to be accurately completed and returned to the Research and Evaluation Branch by June 6 , 1980. Thank you for your cooperation.

APPROVED: HARRY HANDLER, Deputy Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

Memorandum No. 31
May 9, 1980
DUE DATE June 6, 1980

SUBJECT: REQUIRED INFORMATION FROM SECONDARY SCHOOLS FOR DISTRICT LAU YEAR-END REPORT

I PURPOSE

The District Lau Plan requires that the district provide a year-end report to the Office for Civil Rights. The accompanying Summary forms will provide some of the information for this report.

II BACKGROUND

"Student test scores, profile data, and the status of program implementation and progress will be gathered centrally, summarized, analyzed, and reported by Research and Evaluation staff at midyear and again at year-end. Results will be shared with program administrators and operators, and disseminated to all other interested individuals." (LAUSD Lau Plan, p. 192)

III PROCEDURES TO BE FOLLOWED

The School Summary is designed to provide numerical descriptions of the Lau program. This year the summary is comprised of three of the following four forms for each school:

SECONDARY SCHOOL SUMMARY FOR LAU INSTRUCTIONAL PROGRAM (Form 1344)
SECONDARY LAU ESL CLASS TEACHER SUMMARY (Form 1345)
SENIOR HIGH LAU ESL CLASS STUDENT SUMMARY (Form 1346)
JUNIOR HIGH LAU ESL CLASS STUDENT SUMMARY (Form 1347)

To avoid confusion in filling out these forms, the reader should keep in mind the distinction among three separate terms of the Lau program. These terms and their definitions are:

Bilingual program or bilingual/bicultural program. This refers to students who are in a program where they receive communication skills in their primary language. This program is identified in Section IV of the Secondary Lau Student Profile form.

ESL Program. This is the total ESL program described in Section VI of the Secondary Lau Student Profile Form, as opposed to ESL classes, which are offered in both the ESL and bilingual programs. Students are in this program if they no longer receive instruction in primary language communication skills.

ESL Classes. This refers to classes called ESL that are offered at each level of both the bilingual and ESL programs.

Following are some statements which will help you fill out these forms. The statement numbers correspond to item numbers on the forms.

SECONDARY SCHOOL SUMMARY FOR LAU INSTRUCTIONAL PROGRAM (Form 1344)

1. Number of identified NES/LES students. Record the school's most recent information based on BINL results.

2. Student results on the Test of Prerequisite Skills (CTBS Español, Level C). This is for junior high students only. List the total number passing and the total number not passing. This corresponds to Section IIC on the Secondary Lau Student Profile Form.

3. Parent-student consultations. List the total number of students whose parents were consulted. See Section III of the Student Profile Form.

4. Number of NES/LES students by program. Give the total number of students in each program: bilingual program, ESL program, and BILP. See Sections IV and VI of the Student Profile Form.

5. Junior high Lau bilingual program classes. Of those classes listed, give the number of periods offered as part of the bilingual program. ESL is not listed since that information will be requested on another form. See Section IV, Student Profile Form.

6. Junior and senior high Lau ESL program classes. Of those classes listed, give the number of periods offered as part of the ESL program. See Section VI of the Student Profile Form.

Note: If one of these classes listed — mathematics, orientation and guidance, introduction to U.S. history, and geography — is used for both bilingual program and ESL program students, count that class as being offered in both questions 6 and 7. What we are looking for is the fact that such a class is offered. Since we will not add the periods reported in 6 and 7, there will be no duplicated count.

7. Number of students meeting transition criteria. This will include all students who have already or will have met the transition requirements by June 13. This means that students who will have successfully completed the ESL Advanced B or Level IV course by the end of the spring semester should be counted in your transition number.

8. Number of NES/LES students in your school who live in the attendance area of another school. List the number of NES/LES students in each of the programs shown. Some schools may have NES/LES students in more than one program, such as a paired school that also receives PWT students. If all your NES/LES students come from your own attendance area, you may leave the spaces blank.

9. Number of aide and tutor periods per week for ESL classes. This refers to aides and tutors for those classes called ESL classes. An aide would be anyone who is paid to assist in the ESL class. A tutor would be a volunteer, either adult or student; however, count students as tutors only if they are assigned to that period as tutors.

SECONDARY LAU ESL CLASS TEACHER SUMMARY (Form 1345)

Enter the names of all teachers who are teaching at least one ESL class. If you fill out just one page, place a "1" after Page Number . If you have more than 16 teachers, place a "1" on the first page, a "2" on the second page, and so on.

Complete the three columns for each teacher as instructed in the column headings. Reminder: the number of ESL periods taught is requested in periods per week, not per day.

SENIOR HIGH LAU ESL CLASS STUDENT SUMMARY (Form 1346)
JUNIOR HIGH LAU ESL CLASS STUDENT SUMMARY (Form 1347)

The only difference between these forms is in naming the levels of ESL classes. In senior high they are Level 1-4. In junior high they are Beginning, Intermediate, Advanced A, and Advanced B.

In the column marked "Language Name," name all languages represented by students in your ESL classes. In the column marked "Language Code," enter the two-digit number that represents that language according to the following table:

LANGUAGE CODE NUMBERS

LANGUAGE	CODE	LANGUAGE	CODE
Afghan	23	Ibo	34
Afrikaans	86	Icelandic	01
Albanian	02	Indonesian	46
AMERICAN INDIAN LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodia)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American Indian	10	Lithuanian	53
Amharic	92	Malay	54
Arabic	11	Maltese	91
Armenian	15	Melanesian	12
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Berber	16	Panjabi	59
Bulgarian	17	Persian (Farsi)	61
Burmese	18	*PHILIPPINE LANGUAGES*	
Ceylonese	20	Ilocano	89
CHINESE LANGUAGES		Pilipino (Tagalog)	62
Cantonese	22	*Other Philippine*	64
Mandarin	25	Polish	65
Toishanese	21	Portuguese	66
Other Chinese	26	Romanian	67
Creole	27	Romany	87
Croatian	24	Russian	55
Czech	28	Samoan	69
Danish	29	Serbian	90
Dutch	30	Serbo Croatian	70
Estonian	32	Sinhalese	71
Fijian	88	Slovak	72
Finnish	31	Spanish	60
Flemish	33	Swahili	75
French	35	Swedish	73
Ganda	36	Tahitian	74
German	37	Taiwanese	76
Greek	38	Thai	77
Guamanian	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hungarian	44	Yoruba	85
		Yiddish	84
		Other Not Listed	99

In the four columns under "Number of Students", enter the number of students in each of the four levels of ESL classes for each of the languages listed under Language Name.

Please return the completed summary forms by June 6, 1980 to:

Bilingual Evaluation Unit
Research and Evaluation Branch
Administrative Offices
Room G-265

This request for information has been approved by the Office of the Deputy Superintendent.

For assistance, please call Dr. Dick Reed, Advisor, (625-6207), or Mr. Ed Negrete, Advisor (625-6867), Research and Evaluation Branch.

APPROVED: HARRY HANDLER, Deputy Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

DUE DATE: June 6, 1980

SECONDARY SCHOOL SUMMARY FOR LAU INSTRUCTIONAL PROGRAM

Please enter the counts requested below in total numbers for the school. Refer to the accompanying Memorandum 31 for instructions. Thank you.

School Name________________________________Location Code__________

Area__________

---

1. Number of BINL-identified NES/LES students /_/_/_/_/

2. Student results on the Test of Prerequisite Skills (CTBS Espanol, Level C) - Junior High only

   Number passing CTBS Español, Level C /_/_/_/

   Number not passing CTBS Español, Level C /_/_/_/

3. Parent-student consultations

   Number of students whose parents were informed of bilingual program placement /_/_/_/

   Number of students whose parents withdrew them from the bilingual program /_/_/_/

   Number of students whose parents were consulted on their individual learning plan /_/_/_/

4. Number of identified NES/LES students by program:

   Bilingual/bicultural program (junior high only) /_/_/_/

   Lau English as a Second Language (ESL) program /_/_/_/

   Bilingual Individual Learning Program (BILP) /_/_/_/

School Name ______________________________ Location Code ___________

Area ___________

5. Junior high Lau bilingual program classes (other than ESL) offered for NES/LES students based on the master schedule

Bilingual Program Classes offered	NUMBER OF PERIODS Class is offered	ESL Teacher assigned	Bilingual Teacher assigned	Bilingual Aide assigned	Bilingual Tutor assigned
Primary Language Communication Skills		▨			
Mathematics		▨			
Orientation & Guidance					
Intro to U.S. History and Geography		▨			

6. Junior and senior high Lau ESL program classes (other than bilingual program) offered for NES/LES students, based on the master schedule

ESL Program Classes offered	NUMBER OF PERIODS Class is offered	ESL Teacher assigned	Bilingual Teacher assigned	Bilingual Aide assigned	Bilingual Tutor assigned
Intro. to English Reading					
Intermediate Reading					
Reading Skills					
Mathematics		▨			
Orientation & Guidance					
Intro to U.S. History and Geography		▨			

7. Number of students meeting transition criteria:

   a. from bilingual program or ILP to ESL program ☐☐☐

   b. from ESL program to regular program ☐☐☐

School Name________________________________ Location Code 213

Area____________

8. Number of NES/LES students who live in the attendance area of another secondary school, and who are participating in the following:

Educational options school (except alternative)	☐☐☐
Permit with Transportation (PWT)	☐☐☐
Magnet or alternative	☐☐☐
Pair or cluster	☐☐☐
Midsite	☐☐☐
Other:________________________________	☐☐☐

9. Number of aide and tutor periods per week for ESL classes

Number of aide periods per week for ESL classes	☐☐☐
Number of tutor periods per week for ESL classes	☐☐☐

DUE DATE: JUNE 6, 1980

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

214

School Name____________________ Location Code__________ Area______

SECONDARY LAU ESL CLASS TEACHER SUMMARY

Please fill in all of the following information about teachers who are teaching one or more ESL classes.

Page Number______

	Teacher Name	English Major or Minor 1 yes; 2 no	Univ. or District Inservice in ESL Methodology 1 yes; 2 no	Number of ESL Periods taught per week
1.				
2				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

4-80

Form 1345

DUE DATE: JUNE 6, 1980

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

School Name______________________________Location Code____________Area_______

SENIOR HIGH LAU ESL CLASS STUDENT SUMMARY

Give the total number of students in ESL classes by language and level.

		NUMBER OF STUDENTS			
Language Code	Language Name	Level 1	Level 2	Level 3	Level 4

DUE DATE: JUNE 6, 1980

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

School Name____________________ Location Code__________ Area____

JUNIOR HIGH LAU ESL CLASS STUDENT SUMMARY

Give the total number of students in ESL classes by language and level.

Language Code	Language Name	NUMBER OF STUDENTS			
		Beginning	Intermediate	Advanced A	Advanced B

4-80

Form 1347

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

CHECKLIST FOR JUNIOR HIGH SCHOOL LAU SUMMARY FORMS

To facilitate the processing of your school summary forms use this checklist to make sure all forms are completed accurately.

Items to be checked off:

1. School name, location code, and area number on each form. ____
2. Number of NES/LES students based on most recent BINL results. ____
3. All boxes requiring numbers filled. ____
4. Include all teachers on form #1345. ____
5. Language code, language name for form #1347. ____
6. Principal's signature/name of contact person on checklist form #1361. ____

Please check off each item listed below and return this checklist with all completed forms. Check the forms being returned in the spaces provided.

1 Secondary school Summary-Lau Instructional Program-#1344. ____
1 Secondary Lau ESL Teacher Summary-#1345. ____
1 Junior high Lau ESL Class Student Summary-#1347. ____
1 Junior high school Lau Summary Checklist-#1361. ____

Name of person to be contacted if additional information is needed:

____

School Name ____ School phone ____

I have reviewed the information required for the Secondary Summary Forms and all of the items listed above. To the best of my knowledge the information we have provided is accurate.

Principal's signature ____

Return this Checklist with all forms to:

RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT
ROOM G-265

5/80

Form 1361

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

CHECKLIST FOR SENIOR HIGH SCHOOL LAU SUMMARY FORMS

To facilitate the processing of your school summary forms use this checklist to make sure all forms are completed accurately.

Items to be checked off:

1. School name, location code, and area number on each form. ____
2. Number of NES/LES students based on most recent BINL results. ____
3. All boxes requiring numbers filled. ____
4. Include all teachers on form #1345. ____
5. Language code for form #1346. ____
6. Principal's signature/name of contact person on Checklist Form #1362. ____

Please check off each item listed below and return this check list with all completed forms. Check the forms being returned in the spaces provided.

1 Secondary School Summary-Lau Instructional Program-#1344. ____
1 Secondary Lau ESL Teacher Summary-#1345. ____
1 Senior High Lau ESL Class Student Summary-#1346. ____
1 Senior High School Lau Summary Checklist #1362. ____

Name of person to be contacted if additonal information is needed:

____

School Name ____ School phone ____

I have reviewed the information required for the Secondary Summary Forms and all of the items listed above. To the best of my knowledge the information we have provided is accurate.

Principal's signature ____

Return this Checklist with all forms to:

RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT
ROOM G-265

5/80

Form 1362

LOS ANGELES UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT

REFERENCE LIST NO. 26
May 13, 1980
(Effective: May 1980)

SUBJECT: INFORMATION FOR PRINCIPALS ON COMPLETION OF LAU SUMMARY FORMS FOR SPECIAL EDUCATION STUDENTS, BY JUNE 9

I. Background
II. Lau Summary Forms, Special Education
III. Suggestions for Procedure
IV. Questions?

I. Background

Accountability for compliance with federal mandates in bilingual education affects everyone in our district. The Office for Civil Rights (OCR) recently declared over 200 district schools to be noncompliant on a variety of bilingual issues, and threatened to withhold millions of dollars if the schools did not quickly conform to Lau requirements.

One of the Lau Plan mandates for our Branch is to prepare midyear and year-end reports for the Board and OCR on all aspects of the district Lau program. We rely on school personnel for the data in these reports. Last May all schools received a Lau Summary form to be completed and returned in June. The return rates were: 92% for elementary, 74% for junior high, 93% for senior high, and 74% for elementary and junior high magnet schools. Because the returns were not complete in every category, another noncompliance issue was created for the district.

Returns from special education schools were not included in the percentages last year because full implementation of Lau for their NES/LES students was scheduled to begin later, in September 1979. Information from regular schools serving special education NES/LES youngsters was included in the returns last year, as it will be this year. OCR requires annual data on Lau activities from all schools. We need your help to achieve the district goal of a complete return for 1979-80.

The Lau Summary forms explained in this reference list are based on information in the district Lau Plan describing services for NES/LES children with special education needs. The Plan also describes the year-end collection of data and the corresponding responsibilities of the Research and Evaluation Branch in aggregating, analyzing, and reporting the results to the Board and to OCR. All schools will collect information describing their NES/LES students in special education by completing the forms described next. Please note this distinction: students in regular classes who are receiving services sponsored by the Special Education Division but who are on their regular teacher's register will be counted by that teacher on other forms (elementary forms 1348 and 1349; secondary forms 1344, 1345, 1346, and 1347), and not on the two forms described below. The two forms described next are to be used only in self-contained special education day classes, whether in the regular schools or in the special education schools.

II. Lau Summary Forms, Special Education

There are two special education forms, each with its own instructions, to be completed for each school:

Form 1351, Summary of Special Education Students in Lau Programs Identified as NES/LES by Parent Interview . This form will be completed as class summary of NES/LES special education students by each register-carrying special education teacher of a self-contained day class. (Similar children, if any, in regular classes will be counted as part of their register-carrying teacher's class.) These children's handicaps are such that using the BINL to identify their language proficiency was not practicable, and parent interviews were used instead.

The NES/LES students to be counted on Form 1351 are TMR, autistic, aphasic/SLH, hearing impaired/deaf, MH, and DCH.

Categories of teachers and of student handicaps are specified in the directions. (See accompanying Memo. 32.)

Form 1352, Summary of Special Education Students in Lau Programs Identified as NES/LES by the BINL . This form will be completed as a class summary of NES/LES special education students by each register-carrying special education teacher of a self-contained day class . (Similar children, if any, in regular classes will be counted as part of their register-carrying teacher's class.)

The NES/LES students to be counted on Form 1352 are: EH, EMR, OH/OHI, visually handicapped/blind, and pregnant minors.

Categories of teachers and of student handicaps are specified in the directions. (See accompanying Memo. 33.)

III. Suggestion for Procedure

1. It may help to assign one person to coordinate the process. This person would explain and distribute the forms to teachers; collect the completed forms; use the checklist provided for quality control; present the set for your review and signature on the checklist; and return the forms to our office by June 9 .
2. Note that the Lau Summary forms are designed to be completed by each teacher designated in the instructions. The forms are class summaries, not school summaries. Research and Evaluation will do the tallying necessary to produce school summaries.
3. It may help to design a worksheet for collecting the information, or use a copy of the form as a work copy. Please keep a file copy of each final form submitted.
4. The number of forms enclosed was an estimate of need based on information gathered earlier in the school year and may have changed by now. If more forms are needed, please duplicate the extras needed. Kindly return any unused forms to our office as soon as possible.

IV. Questions?

Questions about the special education Lau Summary forms not answered in the materials in hand may be directed by the principal or coordinator to:

Elementary

Nancy Cott, Evaluator -- 625-6868

Miyeko Heishi, Advisor -- 625-6868

Secondary

Ed Negrete, Advisor -- 625-6867

Dick Reed, Advisor -- 625-6207

Reminder :
Forms are to be accurately completed and returned to the Research and Evaluation Branch by June 9 , 1980. Thank you for your cooperation.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All Principals

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

MEMORANDUM NO. 32
May 14, 1980

DUE DATE: June 9, 1980
Research and Evaluation,
G-265

SUBJECT: INSTRUCTIONS FOR COMPLETING SUMMARY OF SPECIAL EDUCATION STUDENTS IN LAU PROGRAMS IDENTIFIED AS NES/LES BY PARENT INTERVIEW, FORM 1351

Reminder for regular schools : This form is to be completed by each register-carrying special education teacher of a self-contained day class. Students listed on a regular teacher's register and receiving special education services are to be reported on other forms, not on this form.

The special education summary is designed to provide numerical descriptions of the Special Education Lau program in regular schools and special education schools . Items in this memorandum correspond to the items in Form 1351.

Boxes are provided for each numerical response, one digit per box. Use leading zeros for numerals less than two digits. Example: 5 would appear as /0/5/ .

NES/LES student information requested on this form refers only to special education students in special day classes identified by parent interview.

A. Special Education Handicap Category--enter the code number that describes the handicap category for the majority of special education NES/LES students in this class. If more than one handicap category is represented, enter the code for the majority and name the other handicap(s) under "Other."

B. NES/LES Student Information--this information is to be reported in the following manner:

Item 1--enter the number of special education students in this class identified as NES/LES by parent interview.

Item 2--enter the number of special education NES/LES students in this class by primary language. See Language Code Table on the following page for a full listing of languages and codes.

Continued

LANGUAGE CODE TABLE

LANGUAGE	CODE	LANGUAGE	CODE
Afghan	23	Ibo	34
Afrikaans	66	Icelandic	01
Albanian	02	Indonesian	46
AMERICAN INDIAN LANGUAGES		Italian	43
Apache	03	Japanese	45
Cherokee	04	Javanese	47
Choctaw	05	Khmer (Cambodia)	19
Cree	06	Korean	49
Crow	09	Kurdish	50
Hopi	07	Lao	51
Navajo	08	Latvian	52
Other American Indian	10	Lithuanian	53
Amharic	92	Malay	54
Arabic	11	Maltese	91
Armenian	15	Melanesian	12
Assyrian	93	Mongolian	56
Basque	13	Nepali	57
Bengali	14	Norwegian	58
Berber	16	Panjabi	59
Bulgarian	17	Persian (Farsi)	61
Burmese	18	*PHILIPPINE LANGUAGES*	
Ceylonese	20	Ilocano	89
CHINESE LANGUAGES		Pilipino (Tagalog)	62
Cantonese	22	*Other Philippine*	64
Mandarin	25	Polish	65
Toishanese	21	Portuguese	66
Other Chinese	26	Romanian	67
Creole	27	Romany	87
Croatian	24	Russian	55
Czech	28	Samoan	69
Danish	29	Serbian	90
Dutch	30	Serbo Croatian	70
Estonian	32	Sinhalese	71
Fijian	85	Slovak	72
Finnish	31	Spanish	60
Flemish	33	Swahili	75
French	35	Swedish	73
Ganda	36	Tahitian	74
German	37	Taiwanese	76
Greek	38	Thai	77
Guamanian	48	Tibetan	78
Gujarati	63	Tongan	79
Haitian Creole	39	Turkish	80
Hawaiian	40	Ukrainian	81
Hebrew	41	Urdu	82
Hindi	42	Vietnamese	83
Hungarian	44	Yaruba	85
		Yiddish	84
		Other Not Listed	99

Item 3--enter the number of parents of special education NES/LES students in this class participating in a parent education program.

This request for information has been approved by the Office of the Deputy Superintendent .

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All schools

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

224

DUE DATE: June 9, 1980

SUMMARY OF SPECIAL EDUCATION STUDENTS IN LAU PROGRAMS IDENTIFIED AS NES/LES BY PARENT INTERVIEW

Complete this form for each special education day class for Lau students identified as NES/LES by parent interview. This form applies to regular schools and special education schools. Refer to accompanying Memorandum No. 32 for instructions.

Reminder for regular schools: This form is to be completed by each register-carrying special education teacher of a self-contained day class. Students listed on a regular teacher's register and receiving special education services are to be reported on other forms, not on this form.

School Name ______________________ Location Code /_/_/_/_/

Name of register-carrying special education day class teacher:

______________________ Employee Number /_/_/_/_/_/_/

A. Special Education handicap category for this class (record code in box): /_/

Code	Handicap Category	Code	Handicap Category
1	TMR	5	MH
2	Autistic	6	DCH
3	Aphasic/SLH	7	Other (specify) ______________
4	Hearing impaired/deaf		

B. NES/LES student information

1. Number of students in this class or program identified as NES/LES by parent interview:

Language Background	Number
A. Only primary language spoken	/_/_/
B. Primary language spoken with some English	/_/_/
C. Primary language and English used interchangeably	/_/_/

250

Form 1351

Teacher Name ____________________ School Location Code / / / / /

2. Number of identified NES/LES students in this class by primary language (for other primary languages, see accompanying Memorandum No. 32):

Code	Language	Number
15	Armenian	/ / /
22	Cantonese	/ / /
45	Japanese	/ / /
49	Korean	/ / /
60	Spanish	/ / /
62	Pilipino (Tagalog)	/ / /
	Other (specify) ______________	/ / /
	Other (specify) ______________	/ / /
	Other (specify) ______________	/ / /

3. Number of parents of NES/LES students in this class participating in a parent education program: / / /

C. Evaluative comments or concerns ________________________________

____

____

____

Thank you for your help.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

MEMORANDUM NO. 33
May 14, 1980

DUE DATE: June 9, 1980
Research and Evaluation,
G-265

SUBJECT: INSTRUCTIONS FOR COMPLETING SUMMARY OF SPECIAL EDUCATION STUDENTS IN LAU PROGRAMS IDENTIFIED AS NES/LES BY THE BINL, FORM 1352

Reminder for regular schools: This form is to be completed by each register-carrying special education teacher of a self-contained day class. Students listed on a regular teacher's register and receiving special education services are to be reported on other forms, not on this form.

The special education summary is designed to provide numerical descriptions of the Special Education Lau program in regular schools and special education schools. Items in this memorandum correspond to the items in Form 1352.

Boxes are provided for each numerical response, one digit per box. Use leading zeros for numerals less than two digits. Example: 5 would appear as /0/5/ .

NES/LES student information requested on this form refers only to special education students identified by the BINL. Do not include special education students in special day classes whose language classification has not been verified by the BINL.

A. Special Education Handicap Category--enter the code number that describes the handicap category for special education NES/LES students in this class. If more than one handicap is represented, enter the code for the majority and name the other handicap(s) under "Other."

B. NES/LES Student Information--this information is to be reported in in the following manner:

Item 1--enter the number of BINL identified special education students by primary language in this class. See Language Code Table on the following page for full listing of languages and codes.

LANGUAGE CODE TABLE

Afghan	23	*CHINESE LANGUAGES*		Ibo	34	Polish	65
Afrikaans	86	Cantonese	22	Icelandic	01	Portuguese	66
Albanian	02	Mandarin	25	Indonesian	46	Romanian	67
AMERICAN INDIAN LANGUAGES		Toishanese	21	Italian	43	Romany	87
Apache	03	*Other Chinese*	26	Japanese	45	Russian	55
Cherokee	04	Creole	27	Javanese	47	Samoan	69
Choctaw	05	Croatian	24	Khmer (Cambodia)	19	Serbian	90
Cree	06	Czech	28	Korean	49	Serbo Croatian	70
Crow	09	Danish	29	Kurdish	50	Sinhalese	71
Hopi	07	Dutch	30	Lao	51	Slovak	72
Navajo	08	Estonian	32	Latvian	52	Spanish	60
Other American Indian	10	Fijian	88	Lithuanian	53	Swahili	75
Amharic	92	Finnish	31	Malay	54	Swedish	73
Arabic	11	Flemish	33	Maltese	91	Tahitian	74
Armenian	15	French	35	Melanesian	12	Taiwanese	76
Assyrian	93	Ganda	36	Mongolian	56	Thai	77
Basque	13	German	37	Nepali	57	Tibetan	78
Bengali	14	Greek	38	Norwegian	58	Tongan	79
Berber	16	Guamanian	48	Panjabi	59	Turkish	80
Bulgarian	17	Gujarati	63	Persian (Farsi)	61	Ukrainian	81
Burmese	18	Haitian Creole	33	*PHILIPPINE LANGUAGES*		Urdu	82
Ceylonese	20	Hawaiian	40	Ilocano	89	Vietnamese	83
		Hebrew	41	Pilipino (Tagalog)	62	Yaruba	85
		Hindi	42	*Other Philippine*	64	Yiddish	84
		Hungarian	44			*Other Not Listed*	99

Item 2, secondary only--enter the number of special education NES/LES students in each ESL level. ESL achievement levels are based on the District English-as-a-Second-Language described in the Secondary Program Section, p.101 of the District Lau Plan.

Item 3, elementary only--enter the number of special education NES/LES students in this class who have met the Lau criteria for beginning English reading for the appropriate curriculum model listed below.

Criteria for Beginning English Reading	Lau Plan, page
1. Roman Alphabet Languages: passed Moreno Test with 80% mastery, and achieved basic reading comprehension in primary language	79
2. Other Than Roman Alphabet Languages: completed Level I of H200+ as measured by Moreno Test and completed English reading readiness skills	80
OR	
reads in primary language and is competent in English reading readiness skills	81
3. Individual Learning Plan: completed Level I of H200+ as measured by Moreno Test and possesses reading skills for English reading	82

Item 4, elementary only--enter the number of special education NES/LES students in this class who met all four transition criteria to an English-only program of instruction during the 1979-80 school year.

	Transition Criteria	Lau Plan, page(s)
1.	Recommended by teacher	55-56
2.	Identified as FES on BINL	56
3.	Scored at or above the 16th percentile on a standardized test of reading and math	57
4.	Recommended by local administrator after consultation with staff and parent	57

Item 5, secondary only--enter the number of special education NES/LES students in this class who have completed during the 1979-80 school year or will complete by the end of this semester ESL advanced B or Level IV skills as measured by district ESL criterion-referenced tests.

C. Classroom Information--this information is to be reported in the following manner:

Item 1--enter the number of special education NES/LES students in this class by the educational program.

Item 2, regular schools only--enter the number of special education NES/LES students in this class by program placement. Note: A bilingual program is a system of instruction which uses two languages, one of which is English, as a means of instruction.

Item 3--enter the code(s) that best describes the personnel providing primary language instruction for the special education NES/LES students in this class.

Item 4--enter the number of average daily hours that a bilingual aide is assigned to special education NES/LES students in the class. Do not use fractions.

This request for information has been approved by the Office of the Deputy Superintendent.

APPROVED: HARRY HANDLER, Deputy Superintendent

DISTRIBUTION: All schools

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

DUE DATE: June 9, 1980

SUMMARY OF SPECIAL EDUCATION STUDENTS IN LAU PROGRAMS IDENTIFIED AS NES/LES BY THE BINL

Complete this form for each special education day class implementing a Bilingual Individualized Education Program (BIEP) for NES/LES students. This form applies to regular schools and special education schools. Refer to accompanying Memorandum No. 33 for instructions.

Reminder for regular schools: This form is to be completed by each register-carrying special education teacher of a self-contained day class. Students listed on a regular teacher's register and receiving special education services are to be reported on other forms, not on this form.

School Name ______________________ Location Code / / / / /

Name of register-carrying special education day class teacher:

______________________ Employee Number / / / / / / / /

A. Special Education handicap category for this class (record code in box): / /

Code	Handicap Category	Code	Handicap Category
1	EH	5	Pregnant Minors (McAlister and Riley schools only)
2	EMR		
3	OH/OHI		
4	Visually handicapped/blind	6	Other (Specify) ______________

B. NES/LES student information

1. Number of BINL-identified NES/LES students in this class by primary language (for other primary languages, see accompanying Memorandum No. 33):

Code	Language		Code	Language	
17	Armenian	/ / /	49	Korean	/ / /
22	Cantonese	/ / /	60	Spanish	/ / /
45	Japanese	/ / /	62	Pilipino (Tagalog)	/ / /

Other (specify) ______________________ / / /

Other (specify) ______________________ / / /

Teacher Name ____________________ School Location Code / / / / /

2. Elementary only: Number of NES/LES students in this class who have met the Lau criteria for beginning English reading: / / /

3. Elementary only: Number of NES/LES students in this class who have met the transition criteria to an English-only program of instruction during the 1979-80 school year: / / /

4. Secondary only: Number of special education NES/LES students in this class by ESL levels:

   Beginning (Level I) / / /

   Intermediate (Level II) / / /

   Advanced A (Level III) / / /

   Advanced B (Level IV) / / /

5. Secondary only: Number of NES/LES students in this class who have completed ESL Advanced B of Level IV skills as measured by district ESL course criterion-referenced tests: / / /

C. Classroom information

1. Number of special education NES/LES students by educational program:

   Description

   IEP that includes ESL / / /

   IEP based on bilingual program / / /

2. Regular schools only: Number of special education NES/LES students by program placement:

   Description

   Students are participating in bilingual and ESL program in special day class / / /

   Students are participating in bilingual and ESL program in regular school location / / /

   Students are participating in ESL program in regular school location / / /

   Students are participating in bilingual program in regular school location / / /

Teacher Name ____________________ School Location Code / / / / /

3. The Special education NES/LES students are receiving primary language instruction from the following personnel (record code in box for each that applies):

Code	Description	
1	Special education teacher with district A fluency level	/ /
2	Special education teacher with district B fluency level with bilingual aide	/ /
3	Special education monolingual English speaking teacher with bilingual aide	/ /
4	Itinerant bilingual aide in special education school	/ /
5	Bilingual lab aide in special education school	/ /
6	Primary language teacher in regular school location	/ /
7	Other (explain) ____________ ____________________	

3. Number of average daily hours that a bilingual aide is assigned to these students (use nearest whole hour; no fractions): / /

D. Evaluative comments or concerns: ____________________

____

____

____

____

Thank you for your help.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch
Bilingual Evaluation Unit

CHECKLIST FOR SPECIAL EDUCATION LAU SUMMARY FORMS

To facilitate the processing of your Lau Summary Forms (Forms 1351 and 1352) use this checklist to make sure all forms are completed accurately.

Items to be checked:

1. School name, location code, name of person completing the form, and employee number. ____________
2. All boxes requiring numbers filled. ____________
3. Form 1352 only: Section B; items 4 and 5 completing the form, secondary schools only; items 2 and 3, elementary schools only. ____________
4. Name of contact person and principal's signature on checklist. ____________

Please check each item below and return this checklist with all completed forms. Check the forms being returned in the spaces provided.

1 Summary of Special Education Students in Lau Programs Identified as NES/LES by the BINL (Form No. 1352). ____________

1 Summary of Special Education Students in Lau Programs Identified as NES/LES by Parent Interview (Form No. 1351). ____________

1 Checklist for Special Education Lau Summary Forms 1363. ____________

Name of person to be contacted if additional information is needed:

______________________________ ______________________________

School Name______________________________School phone__________

I have reviewed the information required for the Summary of Special Education Students in Lau Programs (Forms No. 1351 and 1352) and all of the items listed above. To the best of my knowledge the information we provided is accurate.

Principal's signature______________________________________

Return this Checklist with all forms to:

RESEARCH AND EVALUATION BRANCH
BILINGUAL EVALUATION UNIT
ROOM G-265

5/80

Form 1363

ENGLISH

Date

School

Teacher

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______________________ Last First Middle ________ Grade ________ Age

1. Which language did your son or daughter learn when he or she first began to talk? ____________

2. What language does your son or daughter most frequently use at home? ____________

3. What language do you use most frequently to speak to your son or daughter? ____________

State of California
Department of Education
OPER - LS 77

Signature of parent or guardian

PUNJABI

HOME LANGUAGE SURVEY

________________ ਮਿਤੀ

________________ ਸਕੂਲ

________________ ਅਧਿਆਪਕ

ਘਰ ਵਿੱਚ ਬੋਲੀ ਜਾਣ ਵਾਲੀ ਭਾਸ਼ਾ ਦਾ ਸਰਵੇਖਣ

ਕੈਲੀਫੋਰਨੀਆਂ ਐਜੂਕੇਸ਼ਨ ਕੋਡ ਅਨੁਸਾਰ ਸਕੂਲ, ਹਰ ਵਿਦਿਆਰਥੀ ਦੇ ਘਰ ਵਿੱਚ ਬੋਲੀ ਜਾਣ ਵਾਲੀ ਭਾਸ਼ਾ ਜਾਂ ਭਾਸ਼ਾਵਾਂ ਦਾ ਪਤਾ ਕਰਨ। ਇਹ ਜਾਣਕਾਰੀ ਸਕੂਲ ਵਾਸਤੇ ਇਸ ਲਈ ਜਰੂਰੀ ਹੈ ਤਾਂ ਜੋ ਸਾਰੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਲਾਭਦਾਇਕ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾ ਸਕੇ।

ਇਸ ਮਹੱਤਵਪੂਰਣ ਕੰਮ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਤੁਹਾਡੇ ਸਹਿਯੋਗ ਲਈ ਬੇਨਤੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਕ੍ਰਿਪਾ ਕਰਕੇ ਹੇਠ ਲਿਖੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦਿਉ ਅਤੇ ਆਪਣੇ ਬੱਚੇ ਜਾਂ ਬੱਚੀ ਕੋਲ ਇਹ ਫਾਰਮ ਉਸਦੇ ਅਧਿਆਪਕ, ਅਧਿਆਪਕਾ ਨੂੰ ਭੇਜ ਦਿਉ। ਤੁਹਾਡੀ ਸਹਾਇਤਾ ਲਈ ਬਹੁਤ ੨ ਧੰਨਵਾਦ।

ਵਿਦਿਆਰਥੀ ਦਾ ਨਾਮ: ________________ ________ : ________

ਗੋਤ ਪਹਿਲਾ ਨਾਂ ਵਿਚਕਾਰਲਾ ਨਾਂ ਸ਼੍ਰੇਣੀ ਉਮਰ

1 ਜਦੋਂ ਤੁਹਾਡੇ ਬੱਚੇ ਨੇ ਬੋਲਣਾ ਸ਼ੁਰੂ ਕੀਤਾ ਸੀ ਤਾਂ ਉਸਨੇ ਕਿਹੜੀ ਭਾਸ਼ਾ ਸਿੱਖੀ ਸੀ? ________

2 ਤੁਹਾਡਾ ਬੱਚਾ ਆਮ ਤੌਰ ਤੇ ਘਰ ਵਿੱਚ ਕਿਹੜੀ ਭਾਸ਼ਾ ਬੋਲਦਾ ਹੈ? ________

3 ਤੁਸੀਂ ਆਪਣੇ ਬੱਚੇ ਨਾਲ ਗੱਲ ਬਾਤ ਕਰਨ ਲਈ ਆਮ ਤੌਰ ਤੇ ਕਿਹੜੀ ਭਾਸ਼ਾ ਵਰਤਦੇ ਹੋ? ________

ਸਿੱਖਿਆ ਵਿਭਾਗ
ਕੈਲੀਫੋਰਨੀਆ

____

ਮਾਤਾ-ਪਿਤਾ ਜਾਂ ਗਾਰਡੀਅਨ ਦੇ ਹਸਤਾਖਰ

LOS ANGELES UNIFIED SCHOOL DISTRICT
Bilingual-ESL Services Branch

MEMORANDUM NO. 1
September 6, 1979

SUBJECT: ENROLLMENT PROCEDURES REQUIRED BY DISTRICT LAU PLAN FOR 1979-80 -- ELEMENTARY SCHOOLS

I. Purpose
II. Background
III. Procedures

I. Purpose

The District Lau Plan requires that each school incorporate the identification and assessment of national origin minority pupils (Lau Pupils) into the regular enrollment process. Information and sample forms to facilitate this process are included with this memorandum.

II. Background

This District Lau Plan and state legislation AB 1329 require that each school:

1. Identify all national origin minority students from homes where a language other than English is spoken
2. Assess the English language proficiency and other educational needs of identified students through diagnostic/prescriptive procedures
3. Place the student in an educational program which will meet the assessed needs of the identified students
4. Inform all parents of the programs designed for students of non and limited-English speaking ability
5. Inform parents of each identified non or limited-English speaking student of the placement of their child into a bilingual program and their right to withdraw their child from the bilingual program of instruction.

III. Procedures

The following are reminders of procedures described in the District Lau Plan that are to be in effect during the 1979-80 school year:

A. Home Language Survey

The Home Language Survey will be incorporated into the enrollment procedures for each new student. The Survey is to be completed by the parent/guardian and placed into the students cumulative record. Enclosed are Home Language Surveys in the 14 languages most frequently spoken in the District. If additional copies are needed, they may be reproduced at the school or you may request additional copies from the Bilingual-ESL Services Branch on the form provided.

B. Administration of the English Language Proficiency Test (BINL)

Any student identified with the Home Language Survey as coming from a home where a language other than English is spoken must be assessed with the *Basic Inventory of Natural Language*. A student is considered as coming from a home where a language other than English is spoken when a language other than English is identified in response to any of the three questions asked on the Home Language Survey.

A detailed review of the BINL process will be forthcoming from the Research and Evaluation Branch.

The BINL must be administered by a certificated teacher who has received the necessary training. The assessment must take place within the first thirty days of school and prior to final placement of the pupil.

Additional BINL forms may be requested from the Bilingual-ESL Services Branch on the form provided.

C. Parent Brochures

In response to the requirement that all parents in the District be informed of programs provided for non- and limited-English speakers as well as the opportunity for fluent English speakers to participate in these bilingual programs, a brochure has been developed and is now available in English, Spanish, Cantonese, Korean, Japanese, Pilipino and Samoan. You will receive brochures in English and Spanish under separate cover. Needed copies of the brochure in the other available languages may be requested from the Bilingual-ESL Services Branch on the form provided.

The brochures for parents are to be sent home with all students within the first two weeks of school and hereafter included in the enrollment process.

D. Parent Notification of Enrollment in a Bilingual Program of Instruction

Once identified through the BINL, non- and limited-English speaking students are to be placed into a bilingual program of instruction consistent with the District Lau Plan and AB 1329 regulations within two weeks of being so identified. Parents/guardians of these pupils are to receive an orientation session at which time they will be notified of the enrollment of their child into a bilingual program. The content of this orientation session can be found on p. 175 of the Lau Plan.

The enclosed Notification of Enrollment form is to be given to the parents/guardians of the non- and limited-English speaking pupils at the orientation session. In the event that parents/guardians are not able to attend this meeting, the Notification of Enrollment form should be sent to them by U.S. mail.

Notification of Enrollment forms are available in English, Spanish, Cantonese, Korean, Japanese, Pilipino and Samoan. Copies of the appropriate forms for your school are included with this packet. Schools are asked to reproduce needed copies at the local school. Additional languages may be requested on the form provided.

E. Sample Parent Consent Form for Fluent-English Speaking Participants

AB 1329 requires that approximately one-third of the bilingual classroom be composed of fluent-English-speaking pupils not requiring bilingual instruction. A fluent-English-speaking pupil for this purpose is:

1. A student who comes from a home where only English is spoken, or
2. A student who comes from a home where a language other than English is spoken and has been identified on the BINL as FES (Functional English Speaking) or PES (Proficient English Speaking)

These pupils may, with parent approval, participate in the bilingual instructional program. It is suggested that these parents also be invited to the orientation session.

Parents of fluent-English-speaking pupils must sign a consent form indicating their willingness to have their children participate in a bilingual program of instruction. A suggested form for this purpose is enclosed. This form may be changed to reflect the situation at the local school. This form is available in English, Spanish, Cantonese, Korean, Japanese, and Pilipino. Forms in languages other than the ones you have received may be requested on the form provided.

Fluent-English-speaking pupils may be assigned to a classroom where bilingual instruction is occuring, but they need not participate in the bilingual program of instruction. Reasonable efforts should be made not to assign to bilingual classrooms pupils who will not be participating in bilingual programs of instruction. A parent consent form is not required in this situation.

F. Program Placement Procedures

Once identified, NES/LES students are to be clustered for instruction on the basis of language and grade level or combination grade levels. They are to be provided the bilingual instructional model of highest priority possible consistent with bilingual teacher/aide resources available in the school. Organizational models are prioritized on pp. 74 to 76 of the Lau Plan.

Within two weeks of assignment to a bilingual program, NES/LES students will be assessed for curricular placement in those areas listed on p. 48 of the Lau Plan.

BINL forms for primary language assessment may be requested from the Bilingual-ESL Services Branch on the form provided.

G. Individual Learning Program

NES/LES students are to be provided an Individual Learning Plan if:

1. Limitation of bilingual resources precludes the offering of a model of higher priority; or
2. The parent/guardian of the identified pupil has withdrawn the child from the bilingual program.

The parent must be consulted in the development of the Individual Learning Plan. The Individual Learning Plan developed for each pupil must be kept on file at the school.

NES/LES students in an Individual Learning Program will be assessed for placement in those areas listed on p. 49 of the Lau Plan.

In summary, included in this packet are:

1) Sample copies of the Home Language Survey in the fourteen languages most frequently spoken in the district. More copies may be requested by returning the enclosed form.
2) Copies of the official Notification of Enrollment in a Bilingual Program of Instruction are included. Schools to make additional copies as needed.
3) Sample letters for parents of the fluent-English speaking portion of the bilingual class. These letters may be changed to reflect the school population and local situation.
4) Request for additional copies of needed forms.

For assistance, please call your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Principals of Elementary Schools
Area Offices

LOS ANGELES UNIFIED SCHOOL DISTRICT
Bilingual-ESL Services Branch

MEMORANDUM NO. 2
September 6, 1979

SUBJECT: ENROLLMENT PROCEDURES REQUIRED BY DISTRICT LAU PLAN FOR 1979-80 -- JUNIOR HIGH SCHOOLS

I. Purpose
II. Background
III. Procuedures

I. Purpose

The District Lau Plan requires that each school incorporate the identification and assessment of national origin minority pupils (Lau Pupils) into the regular enrollment process. Information and sample forms to facilitate this process are included with this memorandum.

II. Background

The District Lau Plan and state legislation AB 1329 require that each school:

1. Identify all national origin minority students from homes where a language other than English is spoken
2. Assess the English language proficiency and other educational needs of identified students through diagnostic/prescriptive procedures
3. Place the student in an educational program which will meet the assessed needs of the identified students
4. Inform all parents of the programs designed for students of non- and limited-English speaking ability
5. Inform parents of each identified non or limited-English speaking student of the placement of their child into a bilingual program and their right to withdraw their child from the bilingual program of instruction.

III. Procedures

The following are reminders of procedures described in the District Lau Plan that are to be in effect during the 1979-80 school year:

A. Home Language Survey

The Home Language Survey will be incorporated into the enrollment procedures for each new student. The Survey is to be completed by the parent/guardian and placed into the student's cumulative record. Enclosed are Home Language Surveys in the 14 languages most frequently spoken in the District. If additional copies are needed, they may be reproduced at the school or you may request additional copies from the Bilingual-ESL Services Branch on the form provided.

B. Administration of the English Language Proficiency Test (BINL)

Any student identified with the Home Language Survey as coming from a home where a language other than English is spoken must be assessed with the Basic Inventory of Natural Language. A student is considered as coming from a home where a language other than English is spoken when a language other than English is identified in response to any of the three questions asked on the Home Language Survey.

A detailed review of the BINL process will be forthcoming from the Research and Evaluation Branch.

The BINL must be administered by a certificated teacher or counselor who has received the necessary training. The assessment must take place within the first thirty days of school and prior to final placement of the pupil.

Additional BINL forms may be requested from the Bilingual-ESL Services Branch on the form provided.

C. Assessment and Placement Procedures

All newly-identified NES/LES students shall be further assessed to determine appropriate program placement. Appropriate program placement for these students is as follows:

1. Non- and limited-English speakers whose primary language is Spanish and who are new to this country.

   Students in this group will be assessed with the following tests for placement into the appropriate program consistent with the Secondary Component of the Lau Plan, pp. 97-109:

   a. CTBS Español, Level C (Test of Prerequisite Skills)
   b. ESL Placement Test (Currently used with District ESL Course of Study)
   c. Math Skills Placement Test (Determined locally)

2. Non and limited-English-speakers whose primary language is Spanish and who are newly-enrolled from another District school or any other school in this country.

   If records for these students indicate that they have participated in a formal program of reading in English, they will be assessed for placement into the Lau ESL Program with:

   a. ESL Placement Test (Currently used with the District ESL Course of Study)
   b. Math Skills Placement Test (Determined locally)

   If records indicate that the student has not participated in a formal program of reading in English, the student will be assessed for placement into the appropriate program consistent with the Secondary Component of the Lau Plan, pp. 97-109:

   a. CTBS Español, Level C (Test of Prerequisite Skills)
   b. ESL Placement Test (Currently used with District ESL Course of Study)
   c. Math Skills Placement Test (Determined locally)

3. Non and limited-English speakers whose primary language is other than Spanish.

   Students in this group will be assessed with the following tests for placement into the Lau ESL Programs with:

   a. ESL Placement Test (Currently used with the District ESL Course of Study)
   b. Math Skills Placement (Determined locally)

D. Test of Prerequisite Skills (Spanish Literacy Test)

The C.T.B.S. Español-Level C will be used as the Test of Prerequisite Skills as indicated above. Please return the enclosed form with the estimated number of tests needed. Further information on the administration of the Test of Prerequisite Skills will be included with the test packet.

E. Parent Notification of Enrollment in the Lau Bilingual Program

Non and limited-English speakers whose primary language is Spanish who do not have prerequisite literacy skills in Spanish as assessed with the C.T.B.S. Español, Level C will be placed in the Lau Bilingual Program consistent with the Lau Plan pp. 103-104.

Parents/guardians of these pupils are to receive an orientation session at which time they will be notified of the enrollment of their child into a bilingual program. The content of this orientation session can be found on p. 175 of the Lau Plan.

242

The enclosed Notification of Enrollment form (Secondary Schools) is to be given to the parents/guardians of the non and limited-English speaking pupils at the orientation session. In the event that parents/guardians are not able to attend this meeting, the Notification of Enrollment form should be sent to them by U.S. mail.

Copies of the Parent Notification of Enrollment into the Lau Bilingual Program are included in this packet. Schools may reproduce needed copies locally or may request additional copies from the Bilingual-ESL Services Branch on the enclosed form.

In summary, included in this packet are:

1) Sample copies of the Home Language Survey in the fourteen languages most frequently spoken in the district. More copies may be requested by returning the enclosed form.

2) Copies of the official Notification of Enrollment in a Bilingual Program of Instruction (Secondary Schools) are included. Schools may duplicate additional copies as needed or request more copies by returning the enclosed form.

3) Request for additional copies of needed forms.

For assistance, please call your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Principals of Junior High Schools
Area Offices

LOS ANGELES UNIFIED SCHOOL DISTRICT
Bilingual-ESL Services Branch

MEMORANDUM NO. 3
September 6, 1979

SUBJECT: ENROLLMENT PROCEDURES REQUIRED BY DISTRICT LAU PLAN FOR 1979-80 -- SENIOR HIGH SCHOOLS

I. Purpose
II. Background
III. Procedures

I. Purpose

The District Lau Plan requires that each school incorporate the identification and assessment of national origin minority pupils (Lau Pupils) into the regular enrollment process. Information and sample forms to facilitate this process are included with this memorandum.

II. Background

The District Lau Plan and state legislation AB 1329 require that each school:

1. Identify all national origin minority students from homes where a language other than English is spoken

2. Assess the English language proficiency and other educational needs of identified students through diagnostic/prescriptive procedures

3. Place the student in an educational program which will meet the assessed needs of the identified students.

III. Procedures

The following are reminders of procedures described in the District Lau Plan that are to be in effect during the 1979-80 school year:

A. Home Language Survey

The Home Language Survey will be incorporated into the enrollment procedures for each new student. The Survey is to be completed by the parent/guardian and placed into the students cumulative record. Enclosed are Home Language Surveys in the 14 languages most frequently spoken in the District. If additional copies are needed, they may be reproduced at the school or you may

244

request additional copies from the Bilingual-ESL Services Branch on the form provided.

B. Administration of the English Language Proficiency Test (BINL)

Any student identified with the Home Language Survey as coming from a home where a language other than English is spoken must be assessed with the Basic Inventory of Natural Language. A student is considered as coming from a home where a language other than English is spoken when a language other than English is identified in response to any of the three questions asked on the Home Language Survey.

A detailed review of the BINL process will be forthcoming from the Research and Evaluation Branch.

The BINL must be administered by a certificated teacher or counselor who has received the necessary training. The assessment must take place within the first thirty days of school and prior to final placement of the student.

Additional BINL forms may be requested from the Bilingual-ESL Services Branch on the form provided.

C. Assessment and Placement Procedures

All identified NES/LES students shall be further assessed to determine appropriate placement in the Lau ESL Program. Instruments to be used for placement are:

1. ESL Placement Test (Currently used with the District ESL Course of Study.)
2. Math Skills Placement Test (Determined locally; for those students for whom mathematics is required.)

In summary, included in this packet are:

1) Sample copies of the Home Language Survey in the fourteen languages most frequently spoken in the district.
2) Forms for requesting:
    a. Home Language Surveys
    b. BINL forms

For assistance, please call your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Principals of Senior High Schools
Area Offices

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

Memorandum No. 4

November 26, 1979

SUBJECT: SUGGESTED PROCESS TO DEVELOP BILINGUAL INDIVIDUAL LEARNING PLAN FOR NES/LES PUPILS AND RESPONSE TO ADDITIONAL SCHOOL PLAN REQUIREMENTS FOR SCHOOLS RECEIVING EIA-LES/NES FUNDS

I. Purpose
II. Background
III. Procedures to be Followed

I. PURPOSE

In order to assist schools receiving EIA-LES/NES funds, a suggested description of the process used to develop required Bilingual Individual Learning Plans and a format of the BILP have been developed.

II. BACKGROUND

The following background information is taken from the State Department Memorandum dated August 24, 1979.

School Plan Requirements for Schools Receiving EIA-NES/LES Funds

AB 65 requires that each school receiving EIA funds develop and submit a plan to the State Department of Education. For schools which receive EIA-SCE, SIP, and/or Title I funds in addition to EIA-LES/NES monies, this requirement is met by the development and submission of a three-year school comprehensive program plan using Option 1, 2, or 3. For schools which receive only EIA-LES/NES funds but not SCE, SIP, and/or Title I, the following requirements apply:

Schools with 21 or More LES/NES Students

Schools with 21 or more LES/NES students must have a bilingual education committee and must prepare a school plan. If there are ten or more LES/NES students of the same primary language at a grade level, the school must offer an a,b, or c type bilingual program and must develop a comprehensive program plan for the bilingual program classrooms. The plan must also include a description (see the following paragraph) of the BILP's for LES/NES students not in bilingual program classrooms.

Schools with 21 or more LES/NES students, but with fewer than 10 LES/NES students of the same primary language at any grade level, must provide services to LES/NES students through individual learning programs. In such instances, each school must develop and submit to the Department at least the following:

1. School plan common pages: 1, 2 (revised); 3, 4 (revised); 5, 7, 8 (if applicable); and 9

2. A brief description of the following:

   - How student needs are to be assessed as a basis for designing the BILP

   - The process for consulting with the student and his or her parent or guardian regarding the BILP for the student

   - The format for a BILP

   - How student progress will be evaluated as a basis for measuring effectiveness of the services provided to the LES/NES students

Schools with 20 or Fewer LES/NES Students

Schools with 20 or fewer LES/NES students and which are not required to have a bilingual education advisory committee have a choice of formats for describing their program. The program description may be a district-level description for several such schools, or a description may be developed by each school.

In either case, the program description must, at a minimum, contain:

1. School plan pages: 2 and 4 (revised); 7 and 8 (if applicable); and 9

2. A brief description of the following:

   - How student needs are to be assessed as a basis for designing the BILP

   - The process for counseling with the student and his or her parent or guardian regarding the BILP for the student

- The format for BILP
- How student progress will be evaluated as a basis for measuring effectiveness of the services provided to LES/NES students

III. PROCEDURES TO BE FOLLOWED

Schools receiving only EIA-NES/LES funds but not SCE, SIP, and or Title I funds must include a description of the BILP process for NES/LES students not in bilingual program classrooms with the required revised school plan pages currently being prepared.

The suggested description of the process to develop Bilingual Individual Learning Plans and a format for the BILP have been enclosed for your consideration.

Schools electing to use the enclosures should adopt the description outline to correspond to their BILP development process.

Additional BILP forms may be requested beginning December 14, 1979, by calling this office at 625-6743.

If there are any questions, please call your bilingual area advisor or the Bilingual-ESL Services Branch at 625-6743.

APPROVED: JOHN F. LEON, Associate Superintendent

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

Description of the Process Used to Develop Bilingual Individual Learning Plans for NES/LES Students

Form 1

The procedures below describe the BILP development process used when 1-9 NES/LES students of the same primary language are enrolled at the same or combined grade levels and bilingual resource personnel is available in the classroom for three hours daily.

Assessment and Placement Procedures

Assessment and placement tests for NES/LES students are required in order to ensure appropriate program design.

In accord with the district Lau Plan and State regulations, the following are required:

- English Langauge BINL
  (Test of English proficiency)
- Primary Language BINL
  (Test of primary language proficiency)

Furthermore, individual diagnosis using placement tests described in the local school plan is required in the following skill areas:

- Oral English as a Second Language
- English reading (when student has met criteria for reading in English)
- Math
- Primary language development
- Primary language reading

Program Description

Based on the results of tests identified above, students are placed in programs appropriate to identified needs. Each school has the responsibility to select the materials which most appropriately meet students' needs.

Because of the uniqueness of each school's plan, BILP Form 1 will be used to record the following program information:

- Description of program and materials used
- Reinforcement activities to provide primary language support; and
- Instructional time daily

This information will be provided for the following areas:

- English-As-A-Second Language
- Primary Oral Language Development
- Primary Language Reading
- English Reading (if applicable)
- Math
- Social Studies including Multicultural Education

Evaluation of Pupil Progress

Pupil progress is evaluated through a variety of means including:

- District mandated standardized testing in English, reading, and math
- District developed continua, performance tests, and profiles; and/or
- Teacher-made assessments

Consultation With Parents

Parent consultation regarding the development of the BILP may take place through a variety of means.

- A Parent Orientation Meeting
- Individual Parent Conference
- A Home Visit
- A Telephone Conversation
- A receipt of mailed Notification of Enrollment in Bilingual Program Form

Documentation of parent consultation is indicated on the BILP Form.

BILP Format

BILP Form 1 provides for documentation of all the information described thus far including:

- Assessment and Placement
- Program Description
- Evaluation of Progress
- Consultation with Parents

In addition, the Form will include space for recording:

- Type of Bilingual Classroom Staff available for a minimum of 3 hours per day

    Bilingual Classroom
    Bilingual Education Aide
    Bilingual Teacher's Assistant

and:

- Pupil Information

    Name
    School
    Primary Language
    Grade

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

ELEMENTARY BILINGUAL INDIVIDUAL LEARNING PLAN 1

I. *BILINGUAL STAFF RESOURCE AVAILABLE (Check appropriate box)

☐ Bilingual Classroom Teacher ☐ Bilingual Education Aide ☐ Bilingual Teacher Assistant

II. PUPIL INFORMATION

Name ____________ School ____________ Primary Language ____________ Grade __

III. ASSESSMENT DATA

English BINL Score ____________ Date of English BINL Testing Classification: ☐ NON ☐ LIMITED

Primary Language BINL Score ____________ Date of Primary Language BINL Testing ______ Classification: ☐ NON ☐ LIMITED ☐ FUNCTIONAL ☐ PROFICIENT

Oral ESL Placement ____________ Score ____________ Date ____________

Primary Language Reading Test ____________ Score ____________ Date ____________

Math Placement Test ____________ Score ____________ Date ____________

Primary Oral Language Test ____________ Score ____________ Date ____________

English Reading Placement Test ____________ Score ____________ Date ____________
(if applicable)

IV. PROGRAM DESCRIPTION (Indicate: 1. Program used, 2. Reinforcement activities to provide primary language support, and 3. Instructional time daily in each area below:)

English as a Second Language

English Reading (if applicable)

Primary Oral Language Development

Math

Primary Language Reading

Social Studies Including Multicultural Education

V. EVALUATION OF PUPIL PROGRESS (e.g. Standardized Test, Pupil Continua, Profiles, Proficiency Tests.)

VI. DOCUMENTATION OF CONSULTATION WITH PARENT

Parent Signature ____________ OR ☐ Home Visit ☐ Sign-in form from Parent Orientation Meetings on file

Date of BILP ____________ ☐ Telephone Conversation ☐ Notice of Enrollment in Bilingual Program mailed

* [illegible]

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

Description of the Process Used to Develop Bilingual Individual Learning Plans for NES/LES Students

Form 2

The procedures below describe the BILP development process used:

1) When 1-9 NES/LES students of the same primary language are enrolled at the same or combined grade levels and no bilingual resource personnel is available; or

2) When the parent of guardian has withdrawn the pupil from participation in a program of bilingual instruction.

Assessment and Placement Procedures

Assessment and placement tests for NES/LES students are required in order to ensure appropriate program design.

In accord with the district Lau Plan and State regulations, the following is required:

. English language BINL
(Test of English proficiency)

Furthermore, individual diagnosis using placement tests described in the local school plan is required in the following skill areas:

. Oral English as a Second Language
. English reading (when student has met criteria for reading in English)
. Math in the primary language

Program Description

Based on the results of tests identified above, students are placed in programs appropriate to identified needs. Each school has the responsibility to select the materials which most appropriately meet students' needs.

Because of the uniqueness of each school's plan, BILP Form 2 will be used to record the following program information:

. Description of program and materials used;
. Reinforcement activities to provide primary language support; and
. Instructional time daily

This information will be provided in the following areas:

. ESL
. English reading (if applicable)
. Math
. Social Studies including Multicultural Education

Evaluation of Pupil Progress

Pupil progress is evaluated through a variety of means including:

- District mandated standardized testing in English, reading, and math;
- District developed continua, performance tests, and profiles; and/or
- Teacher made assessments

Consultation With Parents

Parent consultation regarding the development of the BILP may take place through a variety of means:

- A Parent Orientation Meeting
- Individual Parent Conference
- A Home Visit
- A Telephone Conversation

Documentation of parent consultation is indicated on the BILP form.

BILP Format

BILP Form 2 provides for documentation of all the information described thus far including:

- Assessment and Placement
- Program Description
- Evaluation of Progress
- Consultation with Parents

In addition, the Form will include space for recording

- Rationale for use of BILP 2

  No classroom Bilingual Staff available or
  Parent withdrawal of pupil from bilingual program

- Description of non-classroom bilingual personnel available to provide primary language support including:
  - Itinerant Bilingual Education Aides and Teacher Assistants
  - Community Volunteers
  - Parent Volunteers
  - College or University Tutors
  - High School Tutors
  - Tutors within School
  - Others

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

ELEMENTARY BILINGUAL INDIVIDUAL LEARNING PLAN 2

I. CHECK APPROPRIATE SITUATION FOR USE OF BILP 2

☐ No Classroom Bilingual Personnel Available ☐ Parent has withdrawn pupil from Bilingual Program of Instruction

II. PUPIL INFORMATION

Name ______ School ______ Primary Language ______ Grade ______

III. ASSESSMENT DATA

English BINL Score ______ Date of English BINL Testing ______ Classification: ☐ NES ☐ LES

Oral ESL Placement Test ______ Score ______ Date ______

Math Placement Test ______ Score ______ Date ______

English Reading Placement Test (if applicable) ______ Score ______ Date ______

IV. CHECK APPROPRIATE BOX FOR NON CLASSROOM BILINGUAL RESOURCE WHO WILL PROVIDE PRIMARY LANGUAGE SUPPORT.

☐ Itinerant Bilingual Education Aide
☐ Itinerant Bilingual Teacher Assistant
☐ Community Volunteer
☐ Parent Volunteer
☐ College or University
☐ High School Tutor
☐ Tutor within School
☐ Other ______

V. PROGRAM DESCRIPTION (Indicate: 1. Program used, 2. Reinforcement activities to provide primary language support, and 3. Instructional time daily in each area below:)

English as a Second Language

English Reading (if applicable)

Social Studies Including Multicultural Education

Math

VI. EVALUATION OF PUPIL PROGRESS (e.g. Standardized Test, Pupil Continua, Profiles, Proficiency Tests.)

VII. DOCUMENTATION OF CONSULTATION WITH PARENT

Parent Signature ______ OR ☐ Home Visit ☐ Telephone Conversation ☐ Sign-in form from Parent Orientation Meetings on file ☐ Letter of explanation sent through U.S. mail

f BILP Development

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

MEMORANDUM NO. 5
March 14, 1980

SUBJECT: LAU PUPIL PROFILE - ELEMENTARY

I. Purpose
II. Background
III. Procedures to be Followed

I. PURPOSE

Mid-year and year-end final report requirements to the Office for Civil Rights necessitate collection of specific data on services provided to all Lau pupils. The enclosed profile will be used to record the data for identified NES/LES pupils. The profile will also serve to facilitate the transfer of program information for NES/LES pupils in the event they transfer from school to school within the district.

II. BACKGROUND

Data to be collected on the Lau Pupil Profile is listed on pages 59-62 and 180-182 of the District Lau Plan. Modifications of the process have been made wherever necessary data is already collected through another district process. Data from the pupil profile will be collected on an annual basis.

III. PROCEDURES TO BE FOLLOWED

A. Timeline for Completion

By May 15, 1980, a Lau Pupil Profile is to be completed for each non- and limited-English speaker identified with the BINL. The profile is to be continually updated as pupils meet required criteria. At a minimum, the profile should be reviewed once each school year for any necessary additions. A pupil profile is to be completed and filed when a new enrollee is identified as non- or limited-English speaking and is placed in an appropriate program.

B. Location of Profile

Schools are required to keep the Lau Pupil Profile in a centrally located file. When the NES/LES pupil transfers from the school or when the pupil has met the complete transition criteria (see D. below), it will be necessary to remove the Lau Pupil Profile from the central file and place it into the pupil's cumulative record.

C. Lau Sticker

The blue Lau sticker is to be placed on the top left hand corner of the brown envelope which holds the cumulative record. The sticker will remain on the cum folder envelope as long as the pupil is classified as NES or LES.

D. Transition From Bilingual Program or BILP to English-Only Program of Instruction

Once the pupil has completed all four steps in the criteria for transition from a bilingual program or a bilingual individual learning plan to an English-only program of instruction, the pupil profile is to be removed from the centrally located Lau file and placed into the cumulative record as part of the pupils' permanent record. The Lau sticker shall then be removed from the brown cum folder envelope.

E. Completion of the Lau Pupil Profile

The Lau Pupil Profile is designed to serve as permanent record of mandated services provided to all identified non- and limited-English speakers. Numbered items in this section correspond to the numbered items on the Lau Pupil Profile form.

I. PUPIL IDENTIFICATION

A. Name of Student - enter full name of pupil.

B. Birth Date - enter date of birth.

C. Date of Home Language Survey - enter month and year when pupil was identified on the Home Language Survey as coming from a home where a language other than English is spoken.

D. Primary Language - enter the language-other-than English identified on the Home Language Survey.

E. English Proficiency Level (BINL Results)

Score - enter pupil complexity score on the English BINL as reported on the BINL print-out.

NES or LES - check (✓) BINL classification of pupil from BINL label found on the cumulative record or BINL print-out Report 25.

II. ASSESSMENT DATE

A. Primary Language Level (BINL Results) - enter primary language complexity score and check (✓) appropriate classification of pupil if participating in a bilingual program of instruction. It is not necessary to complete part A if the pupil is on a Bilingual Individual Learning Plan.

B. Other Diagnostic Prescriptive Data - enter diagnostic prescriptive placement test results available for each NES/LES pupil this school year. It is not necessary to record data from tests administered in previous school years.

III. MASTERY OF SKILLS NECESSARY BEFORE PLACEMENT INTO ENGLISH READING PROGRAM (English Reading Criteria)

A. For Bilingual Programs Using Roman Alphabet - enter month and year pupil meets criteria listed. Items under A are to be completed only for pupils participating in a bilingual program using a language written with the Roman Alphabet.

B. For Bilingual Programs Using a Non Roman Alphabet - enter month and year pupil meets criteria listed. Items under B are to be completed only for pupils participating in a bilingual program using a language written with an other-than-Roman Alphabet.

C. For Pupils Provided with a Bilingual Individual Learning Plan - enter month and year pupil meets criteria listed. Items under C are to be completed only for pupils on a BILP.

IV. LAU PROGRAM INFORMATION

This section is to be completed once each school year beginning with the spring of 1980.

A. Bilingual Program Organizational Model Code or ILP - enter the letter code of the Lau organizational model which best describes the bilingual program to which the NES/LES pupil is assigned.

Organizational Model Code	Lau Organizational Models
A	Self-Contained, single grade
B	Self-Contained, combination grades
C	Team Teaching, single grade
D	Team Teaching, combination grades
E	Itinerant Teacher
F	Bilingual Service School
G	Cooperative School
or ILP	Bilingual Individual Learning Plan

B. Classification of Principal Teacher - enter the code for the principal teacher of the NES/LES pupil.

Code	Description of Teacher Classification
I	bilingual teacher with a Bilingual-Crosscultural Credential or a Bilingual Certificate of Competence
II	bilingual teacher at the district A or B fluency level and possessing an approved state waiver from bilingual requirements
III	monolingual teacher possessing an approved state waiver from bilingual requirements
IV	principal teacher of NES/LES pupils who does not meet bilingual requirements, or does not possess an approved state waiver
V	monolingual teacher team teaching with a class I or II teacher.

C. Bilingual Aide Available in Classroom - enter a check (✓) if an aide, bilingual in the language of the pupil, is assigned to the classroom and provides primary language support.

V. CRITERIA FOR TRANSITION FROM BILINGUAL PROGRAM OR ILP TO ENGLISH-ONLY PROGRAM OF INSTRUCTION

Enter a check (✓) in front of the number of each step in the criteria as it is completed.

In addition:

1. Enter month and year the teacher judges the pupil will successfully continue his or her educational progress in an all-English program of instruction.
2. Enter BINL classification results (LES, FES, PES,), Date, and Score for pupil tested with the BINL for transition. When pupil achieves FES or PES, step 2 is complete.
3. Enter name of standardized test and date pupil achieved at or above the 16th percentile in English reading and math in English.
4. No additional information needed.

VI. PARENT CONSULTATION FOR PUPIL PLACEMENT (complete as appropriate)

A. Date Parent Informed of Pupil Placement in Bilingual program - enter the month and year that the parent of identified NES/LES pupil was informed in person or by mail that the pupil was placed in a bilingual program. (See Lau Plan pp. 173-176).

B. Date Parent Withdrew Pupil from Bilingual Program - enter month and year parent signature was obtained withdrawing the pupil from the bilingual program.

C. Date of Parent Consultation on Individual Learning Plan - enter month and year parent was consulted on the development of pupil Individual Learning Plan.

VII. IDENTIFICATION OF RESIDENCY STATUS (Residency refers to school of Residence, not immigration status) To be completed once each school year for each NES/LES pupil.

A. Enter a check (✓) under the appropriate grade level if the NES/LES pupil is in attendance at the regular school of residence.

B. Enter the appropriate code in the box under the pupil's grade level, if applicable:

Code

ALT - Alternative School
PWT - Permits with Transportation
MAG - Magnet School
PAIR - Pair

Code

CLUS - Cluster
MID - Midsite
OTHER - Specify type in box

If you have a need for further assistance, please contact your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743.

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Elementary Schools
Area Offices

EXPERIMENTAL

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

ELEMENTARY FORM

ELEMENTARY LAU PUPIL PROFILE FORM FOR
NON AND LIMITED ENGLISH SPEAKERS

I. PUPIL IDENTIFICATION

A. Name of Student ______________________ LAST ______________ FIRST ______________ MIDDLE

B. Birth Date ______________ MONTH ______ DAY ______ YEAR

C. Date of Home Language Survey ______________ MONTH ______ YEAR

D. Primary Language ______________________

E. ENGLISH PROFICIENCY Level (BINL Results) Score ______________ ______ (NES) Non English Speaker ______ (LES) Limited English Speaker

II. ASSESSMENT DATA

A. Primary Language Level (BINL Results) Score ______________________

Check Classification:

______ Non primary language speaker

______ Limited primary language speaker

______ Functional primary language speaker

______ Proficient primary language speaker

B. Other Diagnostic Prescriptive Data: Complete as Applicable

AREA OF ASSESSMENT	RESULTS OF ASSESSMENT						
	K	1	2	3	4	5	6
Primary Lang. Reading							
Test Used							
Score							
Math in Primary Language							
Test Used							
Score							
Oral ESL							
Test Used							
Score							
English Reading							
Test Used							
Score							

III. MASTERY OF SKILLS NECESSARY BEFORE PLACEMENT INTO ENGLISH READING PROGRAM

(English Reading Criteria)

A. For Bilingual Programs Using Roman Alphabet:

1. __________ DATE Completion of Level II Skills of H-200+ as measured by 80% on Moreno Test.

2. __________ DATE Completion of decoding skills and basic comprehension in primary language reading as measured by

______________________ INDICATE TEST USED.

B. For Bilingual Programs Using a Non Roman Alphabet

-Literate Speaker

1. __________ DATE Teacher judges pupil has completed English Reading Readiness Skills

-Illiterate Speaker

1. __________ DATE Completion of Level I Skills of H-200+ as measured by Moreno Test.

2. __________ DATE Teacher judges pupil has completed English Reading Readiness Skills.

C. For Pupils Provided with a Bilingual Individual Learning Plan

1. __________ DATE Completion of Level I Skills of H-200+ as measured by Moreno Test.

2. __________ DATE Teacher judges pupil has completed English Reading Readiness Skills.

IV. LAU PROGRAM INFORMATION

ITEM OF INQUIRY	DESCRIPTION CODE						
	K	1	2	3	4	5	6
Bilingual Program Organizational Model Code (A-G) or ILP							
Classification of Principal Teacher (I-IV)							
Bilingual Aide Available in Classroom							

V. CRITERIA FOR TRANSITION FROM BILINGUAL PROGRAM OR ILP TO ENGLISH-ONLY PROGRAM OF INSTRUCTION

______ 1. Teachers judges pupil will successfully continue educational progress in all English Program of Instruction ______ DATE

______ 2. BINL classification for Transition

1st Attempt: BINL Classification ______

Date ______ Score ______

2nd Attempt: BINL Classification ______

Date ______ Score ______

______ 3. Student achieves at or above 16th percentile on:

Standardized Reading Test ______ Date ______

Standardized Math Test ______ Date ______

______ 4. Local administrator in consultation with teacher(s) and parent decides that pupil have met above criteria and may be placed in an all-English program of instruction.

VI. PARENT CONSULTATION FOR PUPIL PLACEMENT

(Complete as appropriate)

A. Date Parent Informed of Pupil Placement in Bilingual Program ______ DATE

______

______

B. Date Parent Withdrew Pupil from Bilingual Program ______ DATE

______

______

C. Date of Parent Consultation on Individual Learning Plan ______ DATE

______

______

VII. IDENTIFICATION OF RESIDENCY STATUS

RESIDENCY STATUS	TYPE OF RESIDENCE						
	K	1	2	3	4	5	6
Student is in Regular School of Residence (Indicate with ✓)							
Student is participating in (Indicate type)							

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

MEMORANDUM NO. 6
March 14, 1980

SUBJECT: LAU STUDENT PROFILE - SECONDARY

I. Purpose
II. Background
III. Procedures to be Followed

I. PURPOSE

Mid-year and year-end final report requirements to the Office for Civil Rights necessitate collection of specific data on services provided to all Lau students. The enclosed profile will be used to record the data for identified NES/LES students. The profile will also serve to facilitate the transfer of program information for NES/LES students in the event they transfer from school to school within the district.

II. BACKGROUND

Data to be collected on the Lau Student Profile is listed on pages 59-62 and 180-182 of the District Lau Plan. Modifications of the process have been made wherever necessary data is already collected through another district process. Data from the student profile will be collected on an annual basis.

III. PROCEDURES TO BE FOLLOWED

A. Timeline for Completion

By May 15, 1980, a Lau Student Profile is to be completed for each non- and limited-English speaker identified with the BINL. The profile is to be continually updated as students meet required criteria. At a minimum, the profile should be reviewed once each semester.for any necessary additions. A student profile is to be completed and filed when a new enrollee is identified as non- or limited-English speaking and/or is placed in an appropriate program.

B. Location of Profile

Schools are required to keep the Lau Student Profile in a centrally located file. When the NES/LES student transfers from the school, or when the student has completed the mandated sequence of skills, it will be necessary to remove the Lau Student Profile from the central file and place it into the student's cumulative record. (See D below.)

C. Lau Sticker

The gold Lau sticker is to be placed on the top left hand corner of the brown envelope which holds the cumulative record. The sticker will remain on the cum folder envelope as long as the student is classified as NES or LES.

D. Transition From ESL Program or BILP to Regular Program of Instruction

Once the student has mastered the skills taught at the ESL Advanced Level B or Level IV, as measured by the District ESL Proficiency Tests, and is eligible for a program of all regular classes, that student is no longer to be considered a LES student. The student profile is to be removed from the centrally located Lau file and placed into the cumulative record as part of the students' permanent record. The Lau sticker shall then be removed from the brown cum folder envelope.

E. Completion of the Lau Student Profile

The Lau Student Profile is designed to serve as permanent record of mandated services provided to all identified non- and limited-English speakers. Numbered items in this section correspond to the numbered items on the Lau Student Profile form.

I. STUDENT IDENTIFICATION

A. Name of Student - enter full name of student.

B. Birth Date - enter date of birth.

C. Date of Home Language Survey - enter month and year when student was identified on the Home Language Survey as coming from a home where a language other-than-English is spoken.

D. Primary Language - enter the language other-than-English identified on the Home Language Survey.

E. English Proficiency Level (BINL Results)

Score - enter student complexity score on the English BINL as reported on the BINL print-out.

NES or LES - check (✓) BINL classification of student from BINL label found on the cumulative record or BINL print-out Report 25.

II. ASSESSMENT DATA

A. Student records indicate that student has never attended school in this country - enter a check (✓):

under Yes - if student has never before attended school in the United States

under No - if student is enrolling from another school in the United States

*If Yes is checked, Section B (below) may be skipped.

*B. Student records indicate that student has participated in:

1. English Reading Program - enter check (✓):

under Yes - if student has been provided a formal program of reading instruction

under No - if student has not yet been provided a formal program of English reading instruction.

2. Social Studies Program - enter a (✓)

under Yes - if student has participated in a Social Studies program at any grade level in this country.

under No - if student has not been provided Social Studies in this country.

C. Program Placement Data - complete as applicable

1. Primary Language Literacy - enter date of test and score achieved on CTBS Español - Level C. This item is applicable for Spanish-speaking students who have:

   a. never attended school in this country, (Item II. A.), or

   b. never been provided a formal program of English reading (Item II. B. 1.)

2. English As A Second Language - enter approximate date and results of initial District ESL Placement Test. This item is applicable for all students identified as NES/LES.

3. Math Computation - enter approximate date and test results of math placement test. This item is applicable for any NES/LES student for whom a math class is required. (See Sections IV and V of Profile.)

III. PARENT/STUDENT CONSULTATION

A. Parent Informed of Student Placement in Bilingual Program - enter month and year that parent of identified NES/LES student was informed in person or by mail of student placement in the Lau Bilingual Program. (See Lau Plan pp. 173-176.)

B. Parent Withdrawal of Student from Bilingual Program - enter month and year parent signature was obtained withdrawing student from the Lau Bilingual Program.

C. Parent/Student Consultation on Individual Learning Plan - enter proof of consultation with parent and student on Individual Learning Plan. To be completed for any NES/LES student for whom appropriate Lau Program is not provided due to lack of sufficient numbers of students warranting full program.

NOTE: This section may also be used for all NES/LES students to record proof of consultation with parent and student on state-required Bilingual Individual Learning Plan (BILP). Enter parent and student signature if possible. If parent signature is not attainable, enter best proof of consultation available.

IV. BILINGUAL PROGRAM INFORMATION: CHECK AS APPROPRIATE

Section IV is to be completed only for those identified NES/LES students for whom a Lau Bilingual Program is required.

Use a check (✓) to indicate services provided to a student participating in a full Bilingual Program.

Use the (X) to indicate services provided to a student without prerequisite skills, not participating in a full Bilingual Program due to lack of sufficient numbers of such students.

1. Class Provided - enter the appropriate mark (✓ or X) next to each of the required classes provided to the student pursuant to the Lau Plan.
2. ESL Teacher - enter the appropriate (✓ or X) if the teacher teaching the required class meets district requirements for an ESL teacher.
3. Bilingual Teacher - enter the appropriate mark (✓ or X) if the teacher teaching the required class is bilingual in the language of the student.
4. Bilingual Aide - enter the appropraite mark (✓ or X) if an aide, bilingual in the language of the student, is assigned to the class and provides instruction in the primary language.
5. Bilingual Tutor/Volunteer - enter the appropriate mark (✓ or X) if a tutor or volunteer, bilingual in the language of the student, provides primary language support in the class.

V. CRITERIA FOR TRANSITION FROM BILINGUAL PROGRAM OR ILP TO ESL PROGRAM OF INSTRUCTION

Section V is to be completed only for students requiring a Lau Bilingual Program.

Enter a check (✓) in front of the number of each step in the criteria as it is completed.

In addition:

1. Enter month and year teacher judges student has achieved basic literacy level in the primary language as a result of skills achieved in the Primary Language Communication Skills Class.
2. Enter date and score of literacy test. When student passes test, step 2 is complete.
3. No additional information needed.

V. ESL PROGRAM INFORMATION: CHECK AS APPROPRIATE

Section VI is to be completed for NES/LES students requiring a Lau ESL Program. Complete as necessary to indicate those services provided beginning with this school year (1979-80). It is not necessary to indicate those classes provided in previous school years.

Use a (✓) to indicate services provided to student participating in a Lau ESL Program.

264

Use an (X) to indicate services provided to a NES/LES student not provided a full ESL program due to lack of sufficient numbers to warrant such a program.

1. Class Provided - enter the appropriate mark (✓ or X) next to each of the required classes provided to the student pursuant to the Lau Plan.

2. ESL Teacher - enter the appropriate mark (✓or X) if the teacher teaching the required class meets district requirements for an ESL teacher.

3. Bilingual Teacher - enter the appropriate mark (✓or X) if the teacher teaching the required class is bilingual in the language of the student.

4. Bilingual Aide - enter the appropriate mark (✓or X) if an aide, bilingual in the language of the student, is assigned to the class and provides instruction in the primary language.

5. Bilingual Tutor/Volunteer - enter the appropriate mark (✓or X) if a tutor or volunteer, bilingual in the language of the student, provides primary language support in the class.

VII. TRANSITION FROM ESL PROGRAM TO REGULAR PROGRAM

A. Date student completed ESL Advanced B or Level IV Skills as measured by District ESL Course Criterion Reverence Tests - enter month and year.

VIII. IDENTIFICATION OF RESIDENCY STATUS (Residency Refers to School of Residence, not Immigration Status) To be completed once each school year for each NES/LES pupil.

A. Enter a check (✓) under the appropriate grade level if the NES/LES pupil is in attendance at the regular school of residence.

B. Enter the appropriate code under the student grade, if applicable:

Code

ALT - Alternative School
PWT - Permit with Transportation
MAG - Magnet School
PAIR - Pair
CLUS - Cluster
MID - Midsite
OTHER - Specify type in box

If you have a need for further assistance, please contact your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743.

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Secondary Schools
Area Offices

LOS ANGELES UNIFIED SCHOOL DISTRICT
BILINGUAL-ESL SERVICES BRANCH

MEMORANDUM NO. 7
April 8, 1980

SUBJECT: RESOLUTION OF ALLEGED NON-COMPLIANCE ISSUES BY THE OFFICE FOR CIVIL RIGHTS

I. Purpose
II. Background
III. Procedures to be Followed
IV. Available Assistance

I. PURPOSE

Procedures to be followed and documentation to be prepared by school administrators of schools alleged to be in non-compliance with the District's Lau Plan requirements by the Office for Civil Rights are identified in this memorandum.

II. BACKGROUND

The Office for Civil Rights has completed its analysis of data which was developed at the local school level in order to determine the eligibility of the district to receive ESAA funds for the 1980-81 school year. As a result of their analysis, 238 schools have been alleged to be in non-compliance with the district's Lau Plan requirements. The district has been informed by the Office for Civil Rights that they must receive written assurances and documentation from the district by May 15, 1980, that all alleged non-compliance issues in the 238 schools identified by the Office for Civil Rights have been resolved or will cease to exist by September of 1980. Failure to address all concerns identified will result in the districts forfeiting its rights to ESAA funds for the 1980-81 school year. The district has determined that it will comply with the request from the Office for Civil Rights.

III. PROCEDURES TO BE FOLLOWED

1. School administrators involved will attend area meetings to receive instructions and materials relevant to the resolution of the alleged non-compliance issues.

2. Specific issues of non-compliance will be identified at the area meetings.

3. School administrators will complete a draft copy of the data pages and letter of resolution in terms of:

   a. issues already resolved
   b. issues to be resolved during the current semester
   c. issues to be resolved by September, 1980.

4. School administrators will meet with central office personnel at a time to be determined by the area office prior to May 2nd to review the draft versions of the data pages and letter of resolution.

326-330

5. School administrators are to prepare three copies of the final versions of the data pages and letter of resolution. One copy of each document is to be sent to the Area Superintendent and one copy of each document is to be sent to the Bilingual-ESL Services Branch by May 7, 1980.

IV. AVAILABLE ASSISTANCE

1. A list of strategies developed by the Bilingual-ESL Services Branch that may be utilized by school administrators in their resolution procedures is provided.
2. A sample letter of resolution developed by the Bilingual-ESL Services Branch which may assist school administrators in their resolution procedures is provided.
3. Bilingual advisors assigned to the area office will be available to assist school administrators upon request.
4. Personnel from the Bilingual-ESL Services Branch will be available on a scheduled basis to review draft versions of the data pages and letter of resolution.

For assistance, please call your Area Bilingual Advisor or the Bilingual-ESL Services Branch at 625-6743.

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: Principals of Selected Schools
Area Superintendents
Directors of Instruction

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Associate Superintendent (Leon)

MEMORANDUM NO. 10
January 30, 1980

SUBJECT: COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) FOR NES/LES SECONDARY STUDENTS

I. Background
II. Purpose
III. Procedure

I. Background

Instructions in previous years indicated that any student in ESL classes for more than half of a minimum school day was tested with CTBS at the discretion of the school principal or his designate.

II. Purpose

State Department of Education regulations necessitate a further clarification of NES/LES students to be tested with the CTBS in English.

III. Procedure

JUNIOR HIGH

Test Administration

All students enrolled in ESL classes at the Advanced A or Advanced B levels during the time of the testing period are to be given the CTBS, English, at the test level appropriate to their grade level.

Exemptions

All students enrolled in the Beginning level or the Intermediate level during the time of testing are exempted from CTBS, English testing.

SENIOR HIGH

Test Administration

All students enrolled in ESL classes at the ESL III or IV levels during the testing period are to be given the CTBS, English, at the test level appropriate to their grade level.

Exemptions

All students enrolled in an ESL level I or II class during the testing period are exempted from CTBS, English.

If there are any questions, please call your area advisor or the Bilingual/ESL Services Branch at 625-6743.

APPROVED: JOHN F. LEON, Associate Superintendent

DISTRIBUTION: All Secondary Schools and Area Offices

INTER-OFFICE CORRESPONDENCE
LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Principals/Program Coordinators

Date October 11, 1979

FROM: Victor Signorelli

SUBJECT: HOME LANGUAGE SURVEY (NON-VERBAL)

Enclosed you will find the appropriate number of Home Language Surveys that correspond with the number of pupils in the various handicap categories at your school. Please follow the following procedures:

1. Only those students in the following handicap categories will be given this survey to take home and have their parents sign and return.

   Aphasia
   Autistic
   DCH
   Deaf & Hard of Hearing
   MH (Includes Deaf/Blind)
   TMR (all)
   Other Non-Verbal, (Specify Handicap)

2. Every student in the above listed handicap categories must receive a Home Language Survey Non-Verbal.

   This is a new form and even if the student already has one of the other Home Language Survey on file he/she must still receive this one.

   Please note that the surveys are color coded according to handicap category.

3. Once returned to the school, signed by parent or guardian, note the possible responses.

   a. if English is the only language listed, please place the completed survey in the student's cum folder.

   b. if another language other than English is listed, please tabulate and place the total on the Summary Sheet attached under the corresponding handicap category

*"The Division of Special Education --
every staff member an advocate for children with exceptional needs"*

FORM 34-AEH-3 (STK. NO. 815901) Rev 4-78

4. List the names of those students and their handicap category whose Home Language Survey (Non-Verbal) showed another language other than English on the attached School Record Form (TAN) and keep at your school for future reference. The school Record Form will help determine the number of Parent Interview Forms and Observational Checklists needed for your school. Once counted and listed place the completed Home Language Survey in the students file.

5. If the first survey sent home is lost or not returned, you may send another one taking care to send the appropriately color coded Home Language Survey. Under no circumstance is the teacher or someone else at your school to fill out the survey for the student.

6. If after sending the survey home two or three times it is still not returned [illegible] signed by the parent or guardian, please count the student on the enclosed Summary Sheet under the appropriate handicap category and also list the student on the sheet you are keeping for the school records.

7. By November 9 all Home Language Surveys and Summary Sheets should be completed. Please submit the Summary Sheet with total number of students to:

   Ricardo Sosapavon

   H - 113

   Division of Special Education

8. Your school/program will receive further instructions concerning procedures for the Parent Interview Form and Observational Checklist.

If you have any questions please call Ricardo Sosapavon at 625-6729

Thank you for your cooperation in this matter.

rgf

HOME LANGUAGE SURVEY (NON-VERBAL) SUMMARY SHEET

In the cut off section below please write the number of handicapped students whose Home Language Survey (non-verbal) showed another language other than English.

Example: if a total of three autistic children at your school returned their Home Language Survey showing another language other than English please write 3 in the space provided next to Autistic at the bottom of the page.

All programs on Special Education campuses will be the responsibility of the Central Office. All programs on regualr school campuses will be the responsibility of the Program Office.

- -

(PLEASE DETACH)

SCHOOL ______________________________

PRINCIPALS SIGNATURE ______________________________

APHASIC ______

AUTISTIC ______

DCH ______

DEAF & HARD OF HEARING ______

MULTIHANDICAPPED ______

DEAF/BLIND ______

TMR ______

OTHER NON-VERBAL PLEASE SPECIFY HANDICAP ______

Return to Ricardo Sosapavon, by November 10, Division of Special Edication, H - 113

POTENTIAL NES/LES STUDENTS SCHOOL RECORD FORM

DIVISION OF SPECIAL EDUCATION

List only those students whose Home Language Survey(non-verbal) showed another language other than English.

	NAME	LANGUAGE LISTED (other than English)	Handicap
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
0.			
1.			
2.			
3.			
4.			

THIS FORM IS TO REMAIN AT YOUR SCHOOL.

____
Date

ENGLISH

____
School

____
Teacher

HOME LANGUAGE SURVEY

(APHASIC)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ____________________________________ - __________ __________
Last First Middle Grade Age

1. Which language (i.e., Spanish) was the child first exposed to? ____________________

2. Which language did the child first respond to? ____________________

   Describe how child responded: ____
   ____
   ____

3. Describe how child presently makes his needs known: ____
   ____
   ____

4. Name the language most frequently used by the child's out-of-school caretaker. ____________________
____

Division of Special Education
Los Angeles Unified School District

____
Signature of Parent or Guardian

______________ Fecha

ESPAÑOL

______________ Escuela

______________ Maestro(a)

ESTUDIO DEL IDIOMA DEL HOGAR

(APHASIC)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ______________ Apellido ______________ Primero ______________ Segundo ______________ Grado ______________ Edad

1. A qué idioma fué expuesto primero el niño? ______________

2. A qué idioma respondió el niño primero? ______________

Describa como respondió el niño: ______________

____

____

3. Describa como el niño hace saber sus necesidades: ______________

____

____

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ______________

____

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

____
Firma del padre o Tutor

Date

School

Teacher

ENGLISH

HOME LANGUAGE SURVEY

(AUTISTIC)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this impo tant requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______________________ Last ______ First ______ Middle ______ Grade ______ Age ______

1. Which language (i.e., Spanish) was the child first exposed to? ______________________
2. Which language did the child first respond to? ______________________

   Describe how child responded: ______________________

3. Describe how child presently makes his needs known: ______________________
4. Name the language most frequently used by the child's out-of-school caretaker. ______________________

Division of Special Education
Los Angeles Unified School District

____
Signature of Parent or Guardian

______
Fecha

ESPAÑOL

______
Escuela

______
Maestro(a)

ESTUDIO DEL IDIOMA DEL HOGAR

(AUTISTIC)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ______ ______ ______ ______ ______
Apellido Primero Segundo Grado Edad

1. A qué idioma fué expuesto primero el niño? ______

2. A qué idioma respondió el niño primero? ______

   Describa como respondió el niño: ______

3. Describa como el niño hace saber sus necesidades: ______

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ______

______

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

______
Firma del padre o Tutor

Date

ENGLISH

School

HOME LANGUAGE SURVEY

Teacher

(DCH)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______________________________ -
Last First Middle

Grade ______ Age ______

1. Which language (i.e., Spanish) was the child first exposed to? ____________
2. Which language did the child first respond to? ____________

Describe how child responded: ____________

3. Describe how child presently makes his needs known: ____________

4. Name the language most frequently used by the child's out-of-school caretaker. ____________

Division of Special Education
Los Angeles Unified School District

278

345

346

Signature of Parent or Guardian

Fecha ________

ESPAÑOL

Escuela ________

Maestro(a) ________

ESTUDIO DEL IDIOMA DEL HOGAR
(DCH)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ________ Apellido Primero Segundo ________ Grado ________ Edad

1. A qué idioma fué expuesto primero el niño? ________

2. A qué idioma respondió el niño primero? ________

Describa como respondió el niño: ________

3. Describa como el niño hace saber sus necesidades: ________

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ________

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

____
Firma del padre o Tutor

Fecha

ESPAÑOL

Escuela

Maestro(a)

ESTUDIO DEL IDIOMA DEL HOGAR

(DEAF & HARD OF HEARING)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ______________________________ ______ ______

Apellido Primero Segundo Grado Edad

1. A qué idioma fué expuesto primero el niño? ______________

2. A qué idioma respondió el niño primero? ______________

   Describa como respondió el niño: ______________

3. Describa como el niño hace saber sus necesidades: ______________

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ______________

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

Firma del padre o Tutor

Date

ENGLISH

School

Teacher

HOME LANGUAGE SURVEY

(DEAF & HARD OF HEARING)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______ Last First Middle ______ Grade ______ Age

1. Which language (i.e., Spanish) was the child first exposed to? ______

2. Which language did the child first respond to? ______

Describe how child responded: ______

3. Describe how child presently makes his needs known: ______

4. Name the language most frequently used by the child's out-of-school caretaker. ______

Division of Special Education
Los Angeles Unified School District

______
Signature of Parent or Guardian

Date

ENGLISH

School

Teacher

HOME LANGUAGE SURVEY

(MH)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______________________ Last First Middle ______ Grade ______ Age

1. Which language (i.e., Spanish) was the child first exposed to? ______________________

2. Which language did the child first respond to? ______________________

   Describe how child responded: ______________________

3. Describe how child presently makes his needs known: ______________________

4. Name the language most frequently used by the child's out-of-school caretaker. ______________________

Division of Special Education
Los Angeles Unified School District

____
Signature of Parent or Guardian

Fecha: ____________

ESPAÑOL

Escuela: ____________

Maestro(a): ____________

ESTUDIO DEL IDIOMA DEL HOGAR
(MH)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ____________ (Apellido) ____________ (Primero) ____________ (Segundo)

Grado: ____________ Edad: ____________

1. A qué idioma fué expuesto primero el niño? ____________

2. A qué idioma respondió el niño primero? ____________

   Describa como respondió el niño: ____________

3. Describa como el niño hace saber sus necesidades: ____________

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ____________

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

Firma del padre o Tutor: ____________

________ Date

ENGLISH

________ School

HOME LANGUAGE SURVEY

(TMR)

________ Teacher

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ________ Last First Middle

________ Grade ________ Age

1. Which language (i.e., Spanish) was the child first exposed to? ________

2. Which language did the child first respond to? ________

Describe how child responded: ________

____

____

3. Describe how child presently makes his needs known: ________

____

____

4. Name the language most frequently used by the child's out-of-school caretaker. ________

____

Division of Special Education
Los Angeles Unified School District

Fecha

Escuela

Maestro(a)

ESTUDIO DEL IDIOMA DEL HOGAR

(THR)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes preguntas y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ______________________________ ________ ________

Apellido Primero Segundo Grado Edad

1. A qué idioma fué expuesto primero el niño? ________

2. A qué idioma respondió el niño primero? ________

   Describa como respondió el niño: ________________________________

3. Describa como el niño hace saber sus necesidades: ________________________________

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ________

División de Educàción Especial
Districto Escolar Unificado de
Los Angeles

____
Firma del padre o Tutor

______ Date

ENGLISH

______ School

______ Teacher

HOME LANGUAGE SURVEY

______(OTHER, PLEASE SPECIFY)

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: ______ Last First Middle ______ Grade ______ Age

1. Which language (i.e., Spanish) was the child first exposed to? ______

2. Which language did the child first respond to? ______

Describe how child responded: ______

______

______

3. Describe how child presently makes his needs known: ______

______

______

4. Name the language most frequently used by the child's out-of-school caretaker. ______

______

Division of Special Education
Los Angeles Unified School District

______ Signature of Parent or Guardian

ESPAÑOL

______________ Fecha

______________ Escuela

______________ Maestro(a)

ESTUDIO DEL IDIOMA DEL HOGAR

______________ (OTHER, PLEASE SPECIFY)

El Código de Educación de California requiere que las escuelas determinen el idioma que se habla en el hogar de cada estudiante. Esta información es esencial para que las escuelas puedan proporcionar instrucción significativa a todos los estudiantes.

Le pedimos su cooperación en ayudarnos a cumplir este reqisito importante. Por favor conteste las siguientes pregunta y haga que su hijo o hija devuelva esta forma a su maestro. Gracias por su ayuda.

Nomabre del alumno: ______________________________ ______________ ______________

Apellido Primero Segundo Grado Edad

1. A qué idioma fué expuesto primero el niño? ______________

2. A qué idioma respondió el niño primero? ______________

Describa como respondió el niño: ______________________________

____

____

3. Describa como el niño hace saber sus necesidades: ______________________________

____

____

4. Nombre el idioma mas frequentemente usado por la persona que cuida el niño afuera de la escuela: ______________

____

División de Educación Especial
Districto Escolar Unificado de
Los Angeles

____
Firma del padre o Tutor

INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

TO: Principals/Program Coordinators

Date December 5, 1979

FROM: Vic Signorelli

SUBJECT: PARENT INTERVIEW FORM/LAU COMPLIANCE

Attached you will find the necessary number of Parent Interview Forms for your school. These are to be used only with the parents/guardians of those students who listed another language other than English on the Home Language Survey (Non-Verbal.)

Please follow these procedures:

1. Select a credentialed person(s) to schedule the parent interview (with the parents).
2. The interview may be done thru a home, or school visit or via telephone.
3. The purpose of the parent interview is to attempt and determine how much English, if any, is spoken in the home.
4. If it has been determined that the parent(s) speak no English, a community representative or educational aide who is bilingual in the necessary language may assist the credentialed person in the interview process.
5. Care should be taken to try and get a response for all ten items.
6. Items nine and ten are especially important.
7. At the end of the interview, the credentialed person having held the interview is responsible for circling one of the language background identifiers (a,b,c, or e) as well as listing the appropriate language in the space provided (if applicable).
8. The interviewer is then to date and sign the form.
9. Note: The NCR key and file/send appropriately.

If you have any questions or concerns, please call Ricardo Sosapavon at 625-6947.

ja
att.

"The Division of Special Education--
every staff member an advocate for children with exceptional needs"

PARENT INTERVIEW FORM

To Be Filled Out By A Credentialed Employee Of The Los Angeles Unified School District

STUDENT'S NAME: ______________________ Birthdate: __/__/__
ADDRESS: ______________________ City: __________ Zip: ______
STUDENT'S CURRENT SCHOOL ______________________ Area: __________
STUDENT'S CURRENT PROGRAM PLACEMENT: ______________________

STUDENT'S PLACE OF BIRTH: ______________________
STUDENT'S EDUCATIONAL BACKGROUND: ______________________
____
NUMBER OF YEARS STUDENT ATTENDED SCHOOL: ______ NUMBER OF YEARS SCHOOLED IN USA: ______
LOCATION OF PRIOR U.S. SCHOOLING: ______________________
LANGUAGE CITED ON HOME LANGUAGE SURVEY: ______________________

LIST ANY SPECIAL EDUCATION PROGRAM(S) IN WHICH STUDENT WAS ENROLLED: ______________________
____

**If Foster Parent(s), skip Items 4 and 5 and refer to Item 6.

FATHER'S NAME: ______________________ Telephone: ( ) ________
ADDRESS: ______________________ City: __________ Zip: ______
OCCUPATION: ______________________
LANGUAGE SPOKEN: __________ LANGUAGE UNDERSTOOD: __________

MOTHER'S NAME: ______________________ Telephone: ( ) ________
ADDRESS: ______________________ City: __________ Zip: ______
OCCUPATION: ______________________
LANGUAGE SPOKEN: __________ LANGUAGE UNDERSTOOD: __________

SIBLINGS' NAME/AGE	LIVING WITH STUDENT	LANGUAGE SPOKEN	LANGUAGE UNDERSTOOD
	Yes___ No___		
	Yes___ No___		
	Yes___ No___		
	Yes___ No___		
	Yes___ No___		
	Yes___ No___		

7. OTHER PERSONS LIVING IN THE HOUSEHOLD WITH STUDENT:

RELATIONSHIP	LANGUAGE SPOKEN	LANGUAGE UNDERSTOOD

8. PRIMARY CARETAKER(S) OF STUDENT OUTSIDE SCHOOL: ______________________

RELATIONSHIP: ______________ LANGUAGE SPOKEN WITH STUDENT: ______________

9. Would the parent(s) be interested in attending a Parent Education class at their child's school? Yes______ No______ At another location: Yes______ No______

10. Type of class parent(s) would be interested in attending: ______________________

INTERVIEWER'S RECOMMENDATION:

On the basis of the information provided during the parent interview, it appears that this student's home language background is: (Please circle one Language Background Identifier: a, b, c, d, e)

a. Language: ______________________ spoken only

b. Language: ______________________ spoken with some English

c. Language: ______________________ and English used interchangeably

d. English spoken with some ______________________ (Language)

e. Predominantly English speaking

Date: ______________ Interviewer's Signature: ______________________

FORM NO. 34-EH-817

INTER-OFFICE CORRESPONDENCE
LOS ANGELES CITY SCHOOLS

TO: Principals/Program Coordinators

Date December 5, 1979

FROM: Vic Signorelli

SUBJECT: OBSERVATIONAL CHECKLIST

Attached you will find the necessary number of observational checklists for your schools. This count is based on the number of Parent Interview Forms that indicated a,b or c on the Interviews Recommendation section.

Please follow the following procedures for completing the observational checklist:

1. Only those students whose Parent Interview Form were marked a,b or c are to have an observational checklist.

2. The observational checklist is to be completed by the student's classroom teacher.

   Another teacher, aide or assistant may assist the student's teacher in determining the results. However, the classroom teacher is held responsible for the completion of the form.

3. The classroom teacher is also responsible for filling out the bottom portion of the second page of the checklist.

4. Once the checklist is completed, dated and signed, note the NCR key and file/send as appropriate.

If you have any questions or concerns, please call Ricardo Sosapavon at 625-6947.

ja

Enclosure

"The Division of Special Education--
every staff member an advocate for children with exceptional needs"

FORM 34-AEH-3 1974 (STK. NO.815901)

OBSERVATIONAL CHECKLIST - FOR IDENTIFICATION OF POTENTIAL NES/LES EXCEPTIONAL STUDENTS

To Be Completed By The Student's Classroom Teacher

Student's Name________________________________ Birthdate____________________

Program Placement______________________________ School____________________

Circle Language Background Identifier (a, b, c, d, e) marked on this student's Parent Interview Form:

		Yes	No
1.	Indicates awareness of names of objects in English by pointing, looking or touching.	☐	☐
2.	Indicates awareness of names of objects in the second language by pointing, looking or touching.	☐	☐
3.	Responds to simple commands (come, sit, stop, etc.) in English.	☐	☐
4.	Responds to simple commands in the second language.	☐	☐
5.	Identifies body parts expressed in English.	☐	☐
6.	Identifies body parts expressed in the second language.	☐	☐
7.	Looks at or touches familiar toys expressed in English.	☐	☐
8.	Looks at or touches familiar toys expressed in the other language.	☐	☐
9.	Responds to number words in English.	☐	☐
10.	Responds to number words in the second language.	☐	☐
11.	Appears to lack number concepts or recognition of rote counting.	☐	☐
12.	Identifies foods expressed in English.	☐	☐
13.	Identifies foods expressed in the other language.	☐	☐
14.	Laughter seems to be socially appropriate.	☐	☐
15.	Crying seems to be socially appropriate.	☐	☐
16.	Learns appropriate routine class behavior.	☐	☐
17.	Tries to imitate words in English.	☐	☐
18.	Tries to imitate words in the second language.	☐	☐

PLEASE POST

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Division

MEMORANDUM NO. 41
May 27, 1980
Application Deadline
June 13, 1980

SUBJECT: BILINGUAL CLASSROOM TEACHER PROGRAM

I. PURPOSE
II. ELIGIBILITY
III. INCENTIVES
IV. DUE DATE
V. PROCEDURES

I. PURPOSE

The Bilingual Classroom Teacher Program (BCTP) has been submitted to the Court in the Crawford case as one of the proposed programs for racially isolated minority schools (RIMS) during 1980-81. This program is designed to meet the needs of national origin minority students who are required by State mandate (AB 1329) to participate in Lau programs. Objectives of the BCTP include: recruitment and retention of bilingual teachers; improving the bilingual teaching and language skills of both bilingual and monolingual teaching staff; upgrading the quality of bilingual teaching and providing additional language services to NES/LES students at 115 eligible RIMS.

Schools designated RIMS by the District in its June 18, 1979 submission to the Court, which were not designated Educationally Impacted Schools (EIS) by the District for 1979-80 will be eligible for program participation provided the schools have bilingual teachers, bilingual programs and NES/LES pupils. While implementation of this program is subject to Court order and in part, the negotiations process, the District must proceed with administrative steps necessary to facilitate program implementation for 1980-81.

II. ELIGIBILITY

All contract bilingual teachers who possess at least one of the following qualifications may apply for the BCTP:

1. A Bilingual/Cross Cultural Specialist Credential, or
2. A Multiple Subject Credential with Bilingual/Cross Cultural Emphasis, or
3. A Single Subject Credential with Bilingual/Cross Cultural Emphasis, or
4. A Bilingual Certificate of Competence, or
5. An Emergency Bilingual/Cross Cultural Credential, or
6. A-level fluency on a District examination.

370-371

In general, bilingual teachers currently serving at an EIS site may not transfer to a BCTP site if the principal indicates they will be serving in a bilingual program during 1980-81. Transfer between BCTP sites will not be made except where such transfers will solve particular staffing problems at both schools.

III. INCENTIVES

Bilingual teachers who are selected to participate in the BCTP and agree to be assigned additional duties, hours (an average of 2-3 hours per week) and responsibilities which assist in the improvement of curriculum, instruction and services to NES/LES students, will receive a responsibility salary differential. Teachers who meet all program criteria and possess a certificate of competence or an appropriate bilingual credential will receive a responsibility salary differential amounting to eleven (11) percent of their base salary including career increments and degree differentials. Teachers who meet all program criteria and possess District identified A-level fluency in a language of need and who meet or agree to meet state waiver requirements will receive a responsibility salary differential amounting to five (5) percent of thier base salary including career increments and degree differentials.

IV. DUE DATE

To be considered for placement September, 1980, all BCTP applicants are requested to return the completed application form to any Certificated Personnel Office no later than 5 p.m. on Friday, June 13, 1980. Applications will be accepted after June 13. Teachers interested in BCTP assignments in proposed Year Round Schools should return applications as soon as possible. Applications may be obtained from Certificated Personnel Offices and the Teacher Integration Unit, Room P-218, Administrative Offices.

V. PROCEDURES

Principals are requested to:

A. Post a copy of this memorandum.

B. Call attention to the Bilingual Classroom Teacher Program, the list of BCTP schools and this memorandum during a faculty meeting or in a school bulletin.

C. Make copies of this memorandum available to teachers who are eligible and interested in applying for the BCTP.

For assistance and further information regarding the Bilingual Classroom Teacher Program, please call the Teacher Integration Unit at 625-6923 or 625-6863, or the appropriate Certificated Personnel Office:

North	Certificated	Personnel	Office	- 997-2451
South	"	"	"	- 515-3119
East	"	"	"	- 625-6126
West	"	"	"	- 742-7540

APPROVED: JERRY F. HALVERSON, Associate Superintendent

DISTRIBUTION: All Schools and Offices

Proposed Bilingual Classroom Teacher Program Schools

The following schools are proposed for inclusion in the BCTP provided they have bilingual teachers, bilingual programs and NES/LES pupils.

Elementary

1. Alexandria (5)
2. Alta Loma (5)
3. Ambler Ave. (1)
4. Amestoy (1)
5. Annandale (7)
6. Annalee (1)
7. Avalon Gardens (1)
8. Bandini (1)
9. Belvedere (6)
10. Bridge (6)
11. Broadacres (1)
12. Broadway (4)
13. Brooklyn (6)
14. Buchanan (7)
15. Castelar (6) PY
16. Catskill (1)
17. Century Park (3)
18. Cimarron (3)
19. City Terrace (6)
20. Clifford (7)
21. Commonwealth (5) PY
22. Corona (2) PY
23. Dacotah (6) PY
24. Del Amo (1)
25. Denker (1)
26. Dorris (7)
27. Eastman (6)
28. El Sereno (6)
29. Elizabeth (2) Y
30. Elysian (7)
31. Euclid (6)
32. 54th Street (4)
33. 52nd Street (3)
34. Fishburn (2) Y
35. Ford (6)
36. 49th Street (3)
37. Fourth Street (6)
38. Fries (1)
39. Gardena (1)
40. Garvanza (7)
41. Glen Alta (6)
42. Gulf (1)
43. Hammel (6)
44 Harrison (6)
45. Hawaiian (1)
46. Hillcrest (4)
47. Hoover (5) PY
48. Humphreys (6)
49. Huntington Drive (6)
50. Hyde Park (3)
51. La Salle (3)
52. Lane (6)
53. Leapwood (1)
54. Lillian (2) PY
55. Lockwood (7) PY
56. Loma Vista (2) PY
57. Malabar (6)
58. Marianna (6)
59. Mayberry (7)
60. Menlo (3)
61. Micheltorena (7)
62. Middleton (2) Y
63. Miles (2) Y
64. Miramonte (2)
65. Monte Vista (7)
66. Murchison (6)
67. Normont (1)
68. 153rd Street (1)
69. 116th Street (3)
70. 135th Street (1)
71. Purche (1)
72. Riggin (6)
73. Rosemont (5) PY
74. Rowan (6)
75. Santa Barbara (3)
76. Santa Monica (5) PY
77. Second Street (6)
78. Selma (5) PY
79. 74th Street (3)
80. Sierra Park (6)
81. Solano (7)
82. Soto (6)
83. State (2) PY
84. Stoner (4)
85. Towne (1)
86. Van Ness (5)
87. Vernon (2)
88. Virginia Road (5)
89. West Athens (3)
90. West Vernon (3)
91. Westminster (4)
92. Wilmington Pk (1)
93. Wilton Place (5)
94. Woodlawn (2) PY
95. Yorkdale (7)

Junior High

1. Burbank (7)
2. Curtiss (1)
3. Griffith (6)
4. Irving (7)
5. King (7)
6. Nimitz (2) PY
7. Peary (1)
8. South Gate (2) PY
9. Virgil (5) PY
10. Wilmington (1)

Senior High

1. Banning (1)
2. Bell (2)
3. Belmont (5)
4. Franklin (7)
5. Gardena (1)
6. Garfield (6)
7. Huntington Park (2)
8. Los Angeles (5)
9. Marshall (7)
10. San Fernando (8)

Y - Continuing Year Round Schools
PY - Proposed Year Round School
PYM - Proposed Year Round Middle Schools (grades 6-8)

NOTE: Implementation of this program is subject to Court approval and in part, the negotiations process.